



**Report
to
The LEGISLATIVE FINANCE COMMITTEE**



Public Education Department
Developing Early Literacy in New Mexico
July 12, 2012

Report #12-05

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July 12, 2012

Ms. Hanna Skandera, Secretary-Designate
Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Ms. Skandera:

On behalf of the Legislative Finance Committee (Committee), I am pleased to transmit the evaluation, *Developing Early Literacy in New Mexico*. The program evaluation team assessed student performance; federal, state, and spending patterns; and best practices for accelerating student achievement in literacy. The report will be presented to the Committee on July 12, 2012. Exit conferences were conducted with the Public Education Department on May 22, 2012 to discuss the contents of the report. The Committee would like a plan to address the recommendations within this report within 30 days from the date of the hearing.

I believe this report addresses issues the Committee asked us to review and hope New Mexico's public education system benefits from our efforts. We very much appreciate the cooperation and assistance we received from your staff.

Sincerely,

A handwritten signature in black ink that reads "David Abbey".

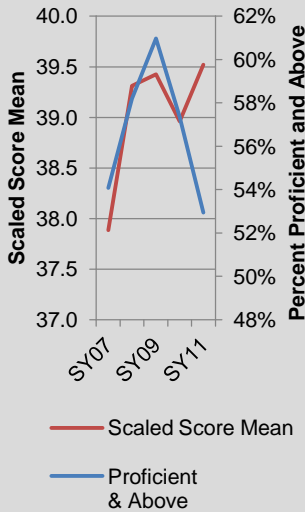
David Abbey, Director

cc: Senator John Arthur Smith, Chairman, Legislative Finance Committee
Representative Luciano "Lucky" Varela, Vice-Chairman, Legislative Finance Committee
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**Grade 3 Reading SBA
Scaled Score and
Proficiency Rate Trends**



Source: LFC Analysis

Student performance on New Mexico’s standards-based assessment is reported in four categories:

- **beginning steps (0-31 points)**
- **nearing proficient (32-39 points)**
- **proficient (40-55 points)**
- **advanced (56-80 points)**

Students scoring proficient are considered to be at grade-level.

In SY11, 2,446 third-graders, or 10 percent, were within 2 points of scoring proficient on the SBA.

Early reading proficiency is well-established as a strong predictor of high school graduation rates as well as future earning potential. In spite of slight improvements to scaled scores on New Mexico’s standards-based assessments (SBA), third-grade reading proficiency rates continue to lag behind desired levels.

In response, New Mexico has invested heavily to improve early literacy, including full-day kindergarten, prekindergarten (PreK), and an extended-school-year program, Kindergarten-Three Plus (K-3 Plus). The Legislature has quadrupled funding for PreK since FY06 and doubled funding for K-3 Plus between FY12 and FY13. Additionally, the state is considering initiatives, such as statutorily revising its retention policy and paying for reading coaches, professional development for teachers, and additional assessments in the early grades.

This evaluation begins with an overview of how third-graders are reading as measured by the SBA, the first statewide snapshot of student performance, and describes which students are struggling. Second, the evaluation analyzes the statistical relationship between existing and proposed state initiatives and third-grade reading proficiency. Finally, the evaluation presents lessons learned in early literacy based upon visits to schools identified as “beating the odds,” where students are succeeding despite being at-risk students, as well as under-performing schools.

The percentage of third-graders reading proficiently, or at grade-level, has dropped from 61 percent in 2009 to 53 percent in 2011. These declines, however, mask improvement in average scaled scores because of changes in the cut scores used to determine proficiency. Third-grade average scaled scores have steadily increased from 37.9 in 2007 to 39.5 in 2011. Gaps persist in achievement between ethnicities, but the biggest differences are strongly associated with socioeconomic status and English-language acquisition levels. These gaps highlight the importance of allocating resources to areas of greatest need and implementing research-based language acquisition models.

Investments in PreK have resulted in measureable, significant effects on third-grade reading proficiency rates. These programs generally serve more challenging populations and are improving reading skills for those participating. Similarly, K-3 Plus, the state’s initiative to extend the school year at schools with the highest poverty rates, is making a difference on student performance, particularly when combined with PreK. These interventions appear to be cost-effective alternatives to retaining students, which, based on an analysis of third-graders from 2011, has a mixed relationship with reading proficiency.

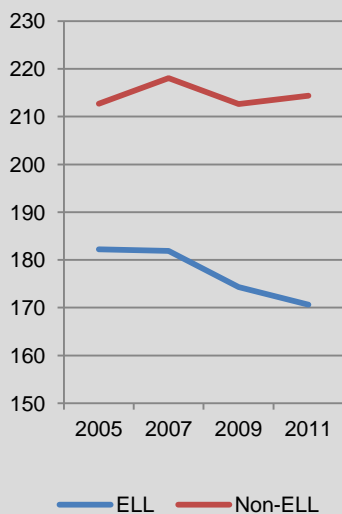
Finally, the state has an opportunity to promote outstanding teaching and leadership at the school level. High quality implementation of best practices, including using data to drive instructional decisions,

Demographics of Third-Graders, SY11
(n = 25,495)

	Percent of Total	Reading SBA Percent Proficient or Above
All Students	100%	53%
Male	50%	48%
Female	48%	58%
Hispanic	60%	48%
Caucasian	24%	70%
Native American	9%	36%
Free or Reduced-Price Lunch	72%	46%
English-language Learners	20%	33%
Students with Disabilities	15%	22%

Source: LFC Analysis

NAEP 4th Grade Reading Average Scaled Scores for ELL and non-ELL Students



systematically addressing chronic absenteeism, and aligning human and fiscal resources, correlates with higher reading proficiency rates. As this evaluation details, focus on these areas will result in meaningful reading gains in New Mexico.

KEY FINDINGS

Student performance is highly influenced by economic status, language status, and student attendance. Of a third-grade cohort of 26 thousand students from the 2011 school year (SY11), 53 percent of students were considered proficient or above in reading as measured by New Mexico’s standards-based assessment (SBA). Students who are Hispanic, Native American, English-language learners (ELL), or qualified for free or reduced-price lunch (FRL) had lower proficiency rates than the overall state average.

Changes in cut scores used to determine SBA reading proficiency rates appear to mask improvements in scaled scores. New Mexico’s third-grade reading proficiency rate increased to 61 percent in SY09 but has since dropped to 53 percent. In contrast, the average scaled score used to determine those proficiency rates steadily increased from 37.9 in SY07 to 39.5 in SY11. These trends in increasing scaled scores are true for all subgroups, with the exception of English-language learners, whose scaled scores have remained flat since SY07.

The largest achievement gaps in New Mexico are strongly associated with poverty and language. Nationally, New Mexico has the second highest percentage of students who qualify for FRL and the third highest percentage of English-language learners. While there are gaps in proficiency rates among ethnic subgroups, the gaps related to socioeconomic status and English-language learner status within each ethnic subgroup are even larger. On the 2011 reading SBA, for example, 14 percent of Native American FRL, ELL students were proficient compared with 64 percent of non-FRL, non-ELL Native American students.

For all subgroups, the gap between proficiency rates for FRL and non-FRL students is approximately 20 percentage points. Hispanic students have the widest range between proficiency rates for FRL and non-FRL students at 24 percentage points.

Similarly, on the National Assessment of Education Progress (NAEP), ELL students in New Mexico scored 42 points less than non-ELL students on the 2011 fourth-grade reading test. This gap grew from 2005, when ELL students scored 31 points less than non-ELL students.

At-risk students are more likely to have high rates of absenteeism, which negatively impacts achievement levels. Based on third-grade reading scaled scores from 2011, student attendance is directly related to reading proficiency. On average, each 1 percent increase in attendance, two days of school, equated to a 0.43 point scaled score increase. Based on this

Achievement Gap Between Percent Proficient FRL and Non-FRL Third-Graders, SY11

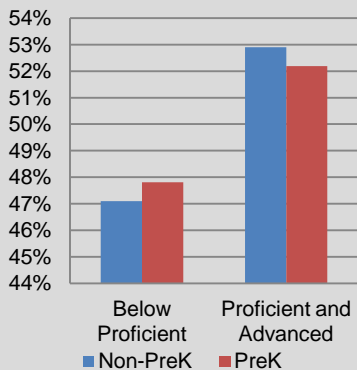
	FRL	Non-FRL	Difference
Hispanic	44%	68%	24%
Caucasian	61%	80%	19%
Native American	33%	55%	22%

Source: LFC Analysis

Recognizing the importance of attendance, the principal at Griegos Elementary in Albuquerque regularly makes calls and home visits to encourage students to come to school.

According to the National Center for Children in Poverty, preschool-aged children growing up in low-income households score 60 percent below children in the highest socioeconomic group on cognitive tests and know only a third of the words of their middle-income peers.

PreK vs. Non-PreK SBA Reading Proficiency Rates, SY11



Source: LFC Analysis

relationship, improving a student’s attendance rate by 2.3 percent, roughly four school days per school year, corresponds with a one-point increase on the reading SBA scaled score.

Performance is lowest for chronically absent students. For the 1,180 students who attended school less than 90 percent of the time between first and third grade, the average SBA scaled score was 36.9 and only 43 percent were proficient. In contrast, the 15 thousand students present 95 percent or more of the school year, 56 percent were proficient with an average reading scaled score of 40.5.

Several groups of students are over-represented in this high-absence category, including Native Americans, English-language learners, and students with disabilities.

Early education improves performance, but lack of coordinated resources and inconsistent quality limits success.

Children from low-income homes often start out behind and must learn more than a year’s worth of academic content each school year to catch up to their more affluent peers. In 2008, PreK students scored in the 23rd percentile nationally for receptive vocabulary, a key indicator of school success.

New Mexico, however, lacks a common assessment of kindergarten readiness, making it difficult to compare programs and clearly communicate expectations to parents prior to kindergarten.

New Mexico, along with the federal government, spends more than \$117 million on early learning programs like PreK, Head Start, and special education prekindergarten that help narrow, but not fully close, achievement gaps. For FY13, the state increased its FY12 PreK funding levels by 33 percent, appropriating \$19 million to the Public Education Department (PED) and the Children, Youth and Families Department (CYFD). In addition to New Mexico PreK, in FY11, Head Start, a federally funded early childhood program not administered by PED or most school districts, served 5,400 four and five-year olds in New Mexico at a cost of \$57 million.

PreK boosts student performance, including third-grade reading scores.

In SY11, third-graders who attended New Mexico PreK were proficient at nearly identical rates, 52 percent, as the overall population of New Mexico third-graders, 53 percent. This is remarkable because these PreK programs serve higher percentages of Hispanic, Native American, ELL, and FRL students than the overall population of third-graders.

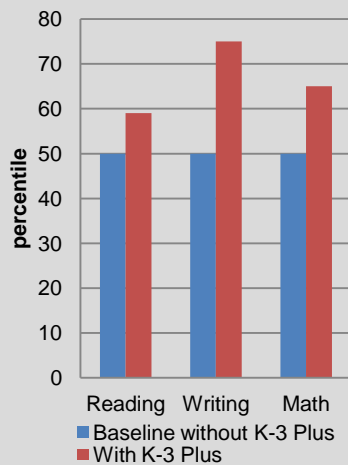
Of the 18,250 FRL third-graders in 2011, 7 percent, or 1,335 students, attended PreK. At FY13 funding levels, it is estimated that 53 percent of New Mexico FRL four-year olds receive PreK or Head Start.

PreK Enrolls Higher Percentages of High-needs Students

	CYFD PreK (778 students)	PED PreK (824 students)
Hispanic	73%	57%
Native American	7%	31%
FRL	76%	90%
ELL	15%	32%

Source: LFC Analysis

Effect of K-3 Plus on SBA Percentile Rank, SY10



Source: Utah State University

Utah State University is using a control group to evaluate the effects of K-3 Plus with results expected later this year.

PreK students outscored similar non-PreK students on the reading portion of the SBA when controlling for demographic variables. Compared with a student group made up of similar proportions of Hispanic, Caucasian, Native American, ELL, FRL, and special education students, those who participate in PreK are estimated to earn an additional 1.2 scaled score points on the third-grade reading SBA than non-participants. For third-graders who attended PreK in SY07, the estimated effect of CYFD PreK was 0.4 scaled score points; for PED PreK, the estimated effect was 1.8 scaled score points.

As measured by the National Institute for Early Education Research (NIEER) as well as New Mexico’s Early Learning Outcomes Assessment (PreK assessment), New Mexico PreK produces consistent benefits for children. Based on the SY11 results of the PreK assessment overseen by the University of New Mexico, 90 percent of students are progressing across the seven measured domains, but it is unclear how many of these students are considered ready for kindergarten.

New Mexico’s K-3 Plus program is making positive differences for the neediest students. K-3 Plus was developed in 2007 to narrow the achievement gap by extending the school year by a minimum of 25 days at schools with at least 85 percent of students qualifying for free or reduced-price lunch. In FY13, New Mexico appropriated \$11 million to the K-3 Plus program, more than double the FY12 appropriation of \$5.3 million. More students who enroll in K-3 Plus are poor, Hispanic, Native American, or English-language learners than the overall third-grade population.

A 2011 evaluation of K-3 Plus conducted by Utah State University found positive effects on third-grade reading, writing, and math SBA performance and estimated the benefits from reduced grade retention and remediation services offset all of the costs to fund K-3 Plus.

Additionally, students who receive two years of K-3 Plus outperformed students who attended one year of K-3 Plus. Controlling for student demographics, students who attended K-3 Plus a second year are estimated to score 0.8 scaled score points higher than students who attended K-3 Plus for one year.

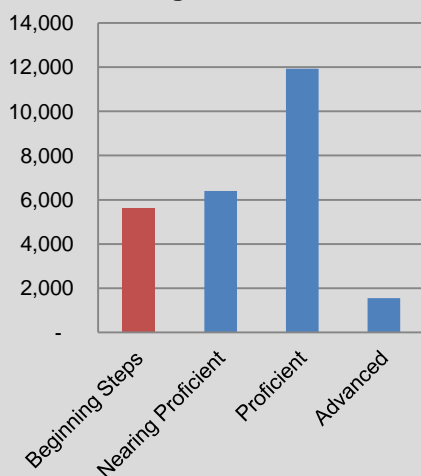
Few at-risk students have access to a full continuum of early childhood education programs, despite the need for extra learning time. In SY12, only 13 schools in New Mexico offered PreK and K-3 Plus. Of 25 thousand third-graders in New Mexico in 2011, only 81 attended PreK and two years of K-3 Plus.

Controlling for ethnicity, ELL status, special education status, and FRL status, students who received all three programs are estimated to score between 1.5 and 3.8 scaled score points higher than students who did not receive these programs.

Retained students are two to 11 times more likely to drop out of school.

In 2010, the unemployment rate for those without a high school diploma was 5 percent higher than for workers with only a high school diploma.

Number of 3rd Grade Students by SBA Reading Level, SY11



Source: LFC Analysis

Approximately 8 percent of 2011 third-graders, or 1,923 students, would have been eligible for retention under recently considered legislation.

Nine percent of the 219 third-graders retained in 2010 were proficient in reading and some dropped a reading level in their second year of third-grade.

Better attention is needed on regular performance reporting and adherence to quality of K-3 Plus program implementation. An evaluation of K-3 Plus in Albuquerque found programs were more successful if K-3 Plus teachers were paired with the same students they were teaching in the upcoming school year. Similarly, a RAND Corporation study identified maximizing quality, enrollment, and attendance as critical elements to achieving benefits from summer learning programs. While the K-3 Plus application requires plans for dedicated reading and math blocks as well as intervention services for students in the lowest quartile, the PED's ability to ensure proper implementation is limited.

Early literacy initiatives, such as mandatory retention policies and Reading First, have produced mixed results. Generally, states with mandatory retention policies focus on third-graders reading below proficient and provide remediation and intervention to increase the number of proficient third-graders. The additional support students receive includes summer reading camps and tutoring during the school year, making it difficult to isolate the causes of changing student achievement.

The Legislature has recently considered revisions to New Mexico's remediation and retention laws. Current law allows parents of students in grades one through eight to refuse to allow their child to be retained for one year. Schools are then responsible for developing and implementing academic improvement plans, and if the student does not make sufficient progress, that student may be retained.

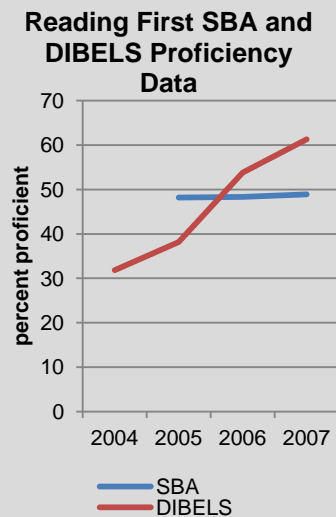
Recently considered legislation would require retention of third-grade students scoring at beginning steps, the lowest proficiency level on the SBA. Of the 25,495 third-graders with valid SBA reading scores in 2011, 5,628, or 22 percent, met this criteria; 6,392 students, or 25 percent, were nearing proficient, but would not be mandatorily retained. Consistent with similar legislation in other states, students would be exempt from retention for proficient scores on an alternate assessment, completion of a portfolio, ELL status, special education status, or previous retention.

On average, providing an additional school year costs the state \$7,000, the same amount as providing PreK and four years of K-3 Plus per student. For the 1,923 third-graders eligible for retention in SY11, this would have cost the state \$13.5 million, compounding with each cohort subject to a mandatory third-grade retention policy.

In New Mexico, almost 10 percent of the third-grade class in SY11 had been retained between kindergarten and third-grade. The greatest number of retained students, 936, were kindergarteners, decreasing steadily to 232 retained in the third-grade. Of those retained students, 30 percent qualified for special education services by the time they were third-graders. Of all students retained in kindergarten to third grade, only 29 percent were proficient as third-graders in 2011.

Of the retained third-graders who scored at beginning steps in SY10, only 12 percent were proficient by the end of their second year of third-grade. Of the 100 third-graders who scored at beginning steps and were retained in SY10, 25 stayed at beginning steps in SY11, 63 moved up one level to

While DIBELS scores rose during the Reading First initiatives, state SBA scores remained flat.



Source: Reading First Annual Performance Report

Of the six high-performing schools the LFC evaluation team visited, Dolores Gonzalez, Washington Avenue, Griegos, Mesilla Park, Jaramillo, and Newcomb Elementary, each had principals with tenures of 10 years or more. In contrast, of the six low-performing schools visited, each had at least three and as many as five principals in the last 10 years.

Over the last five years, the number of school leaders prepared by New Mexico's five higher education institutions has decreased by 38 percent.

Level III teachers earn a minimum of \$278 per day, while elementary principals earn \$273 per day.

nearing proficient, and 12 moved to proficient. Although many students increased their reading scores in their second year of third-grade, overall, only 29 percent moved up to become proficient in reading after repeating the third-grade.

During Reading First, a federally funded program similar to the currently proposed New Mexico Reads to Lead initiative, third-grade reading proficiency rates did not improve. From 2002 to 2008, New Mexico received \$63 million in federal Reading First funds. In 2007, these funds served 19 thousand students in 100 schools across 39 districts.

Similar to the Reads to Lead initiative, Reading First required states and participating school districts to adopt scientifically based reading programs, provide professional development, and track students' reading progress using valid and reliable assessments. Almost all states required Reading First schools to have a reading coach to support teachers and principals with instruction, assessments, and data interpretation.

As measured by the dynamic indicators of basic early learning skills (DIBELS), the percentage of third-graders participating in Reading First reading fluently increased from 23 percent in 2004 to 61 percent in 2007. Over this same time, however, SBA reading proficiency rates remained flat at 48 percent, highlighting differences between the DIBELS, which measures fluency, and the SBA, which measures comprehension.

State, district, and school-level management practices can help schools to marginally beat the odds. Quality teaching is the most important school-based influence on student achievement. In 2009, the National Council on Teacher Quality evaluated eight New Mexico teacher preparation programs' and found low admissions standards; lack of focus on the science of teaching reading, including poor reading textbook quality; inadequate math preparation, including poor math textbook quality; and a weak exit assessment.

School leadership also has an indirect effect on student learning. Numerous researchers have established that strong leadership has a statistically significant influence on student achievement, accounting for up to 25 percent of the total school effect (Marzano, 2000). Based on an LFC survey, schools with less principal turnover average higher scaled scores than those with higher principal turnover. Additionally, schools with three principals in the past 10 years have nearly double the rate of teacher turnover as schools with only one principal.

Elements within the current administrator licensure requirements and minimum salary structure act as obstacles to the supply of qualified school leaders in New Mexico. Becoming a principal in New Mexico, for example, requires a minimum of six years of teaching experience, while neighboring states require only two to three years.

High quality implementation of best practices impacts student growth as measured by the SBA. Based on analysis of an LFC survey, for example, the use of the Measures of Academic Progress as a short-cycle assessment correlates with student performance on the SBA. Similarly, schools that

At Jaramillo Community School in Belen, everyone from the principal to the literacy coach to the teachers uses DIBELS data to regularly monitor student progress and drive instructional decisions.

Gus Benakis, former principal of Harrison Schmitt Elementary in Silver City, identified 10

“Characteristics of Success”:

- 1. Raise the expectations, clarify the focus;***
- 2. Communicate (Listen!);***
- 3. Be visible (especially the principal);***
- 4. Collaborate K through 5;***
- 5. Identify/ assess student needs early;***
- 6. Retain early (K, 1);***
- 7. Align curriculum (especially in weak areas);***
- 8. Provide professional development;***
- 9. Embrace challenges and acknowledge success; and***
- 10. Take away the excuses and provide necessary resources.***

indicate their reading coaches spend time analyzing data were found to have better student outcomes. Finally, regularly using the DIBELS to monitor student progress was also found to correlate with higher SBA scores.

KEY RECOMMENDATIONS

The Legislature should require districts to annually submit performance-based budgets to the PED, consistent with the General Appropriations Act.

The Legislature should require a minimum of three years of teaching, or level II licensure, to obtain an administrative license.

The PED should:

Annually report its process for determining standards-based assessment cut scores and the relative impact on proficiency rates to the Legislature;

Evaluate the impact of bilingual models on the performance of New Mexico’s English-language learners;

Require districts to report data on student attendance and identify strategies for improvement as part of its annual performance-based budgeting process;

Raise attendance criteria in school grading to encourage schools to improve attendance rates;

Track student enrollment in PreK, Head Start, or other pre-school programs in the student teacher accountability reporting system (STARS); also, collect New Mexico PreK assessment data in STARS;

Coordinate allocation of PreK and K-3 Plus resources to increase the number of students who receive the full benefit of both programs;

Increase oversight and accountability of K-3 Plus to improve consistency and quality of implementation;

Require districts to report data on principal and teacher turnover and identify strategies for improvement;

Adopt statewide, short-cycle assessments in grades K-3 that align to the common core standards, measure growth of all students at least three times per year, can be used more frequently to monitor the progress of higher-need students, and allow comparisons with other states.

The PED and the CYFD should consider alternative PreK assessments based on: cost effectiveness, time required for administration, alignment with the common core kindergarten standards, and ability for comparisons with other states.

BACKGROUND INFORMATION

Academically, success in third-grade reading is critical. A 2011 Annie E. Casey Foundation study found children who read proficiently in third grade are four times more likely to graduate from high school than non-proficient third-graders. Additionally, students who graduate from high school earn nearly 25 percent more than non-high school graduates, and over half of high school graduates are employed full-time compared with 38 percent of non-high school graduates.

New Mexico has initiated a number of programs to improve early literacy, including full-day kindergarten, prekindergarten (PreK) and Kindergarten-Three Plus (K-3 Plus). Federal programs, such as Reading First and the 21st Century Community Learning Centers, have also focused on reading in kindergarten through third grade and extended learning time for high-needs students. The costs for these programs are considerably lower per student than the estimated cost to the state of \$250 thousand per high school dropout for public assistance programs and efforts to offset the dropout's reduced contribution to society

In the early 1990s, changes in formula factors resulted in greater funds allocated to kindergarten through third grade, but because allocations to districts are non-categorical, this does not necessarily mean more was spent in those grades. Legislation enacted in 1993 changed formula cost factors to adequately fund maximum average class loads for elementary school classrooms. The law capped first, second, and third-grade classrooms at an average of 22 students and kindergarten classrooms at 20 students. Formula factors also increased for fourth, fifth, and sixth grades.

Students in grades kindergarten through third grade generated \$488 million from the general fund through New Mexico's formula in FY11, 21 percent of all public school funding through the formula. Students in grades one to three were funded at \$4,300 per student, more than the per-student funding for grades four through six, but less than the \$4,500 per student in grades seven through 12.

Table 1. FY11 Per-Student Funding by Grade Level

Grade	Per Student Funding
K	\$5,164
1 st	\$4,303
2 nd and 3 rd	\$4,231
4 th through 6 th	\$3,747
7 th through 12 th	\$4,482

Source: PED

This evaluation analyzes the relationship between state initiatives and third-grade reading proficiency as measured by New Mexico's standards-based assessments (SBA), the first statewide snapshot of student performance in reading and math.

Given the potential impact of early literacy investments on future student success, the Legislative Finance Committee is evaluating educational policy and programs designed to increase statewide early reading proficiency to identify best practices and ensure efficient and effective use of public resources (see **Appendix A** for project information and **Appendix B** for the PED Performance Report Card).

FINDINGS AND RECOMMENDATIONS

STUDENT PERFORMANCE IS HIGHLY INFLUENCED BY ECONOMIC AND LANGUAGE STATUS AND STUDENT ATTENDANCE

Each year, little more than half of New Mexico’s 25 thousand third-graders demonstrate reading success. Of

the 2011 third-grade cohort (SY11), 53 percent of students were considered proficient or above in reading as measured by New Mexico’s standards-based assessment (SBA). Students who are Hispanic, Native American, English-language learners (ELL), or qualified for free or reduced-price lunch (FRL) had lower proficiency rates than the overall state average. See **Appendix C** for proficiency rates by school.

The New Mexico Standards-Based Assessment (SBA)

In SY11, the 3rd grade reading portion of the SBA consisted of three sessions totaling approximately 160 minutes and was made up of 33 multiple choice items, five short answer items, and three open-ended response items, for a total of 65 possible points. **Appendix D** provides a sample open-ended response item. These point totals are then converted to scaled scores and are reported in four categories: beginning steps (0-31 points), nearing proficient (32-39 points), proficient (40-55 points), and advanced (56-80 points).

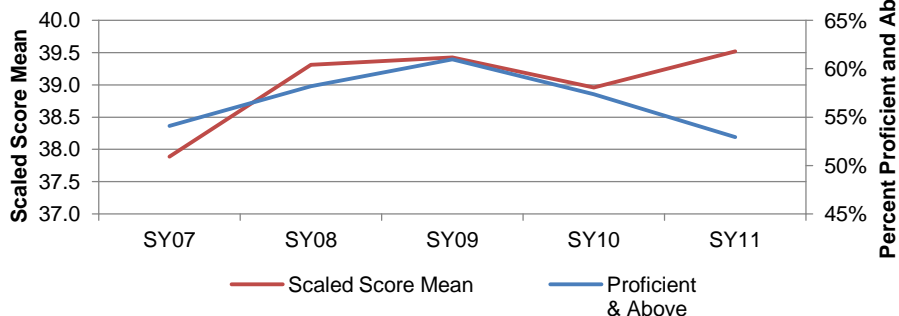
Table 2. Demographics of Third-Graders, SY11

	Number	Percent of Total	Reading SBA Percent Proficient or Above
All Students	25,495	100%	53%
Male	12,618	50%	48%
Female	12,182	48%	58%
Hispanic	15,302	60%	48%
Caucasian	6,105	24%	70%
Native American	2,330	9%	36%
Other	1,063	4%	57%
FRL	18,250	72%	46%
ELL	5,204	20%	33%
Students with Disabilities	3,914	15%	22%

Source: LFC analysis of PED data

Changes in cut scores used to determine SBA reading proficiency rates appear to mask improvements in scaled scores. Reading proficiency rates increased to 61 percent in SY09 but have since dropped to 53 percent. In contrast, the scaled scores used to determine those proficiency rates steadily increased from 37.9 in SY07 to 39.5 in SY11. These trends in increasing scaled scores are true for all sub-groups, with the exception of English-language learners, whose scaled scores have remained flat since SY07.

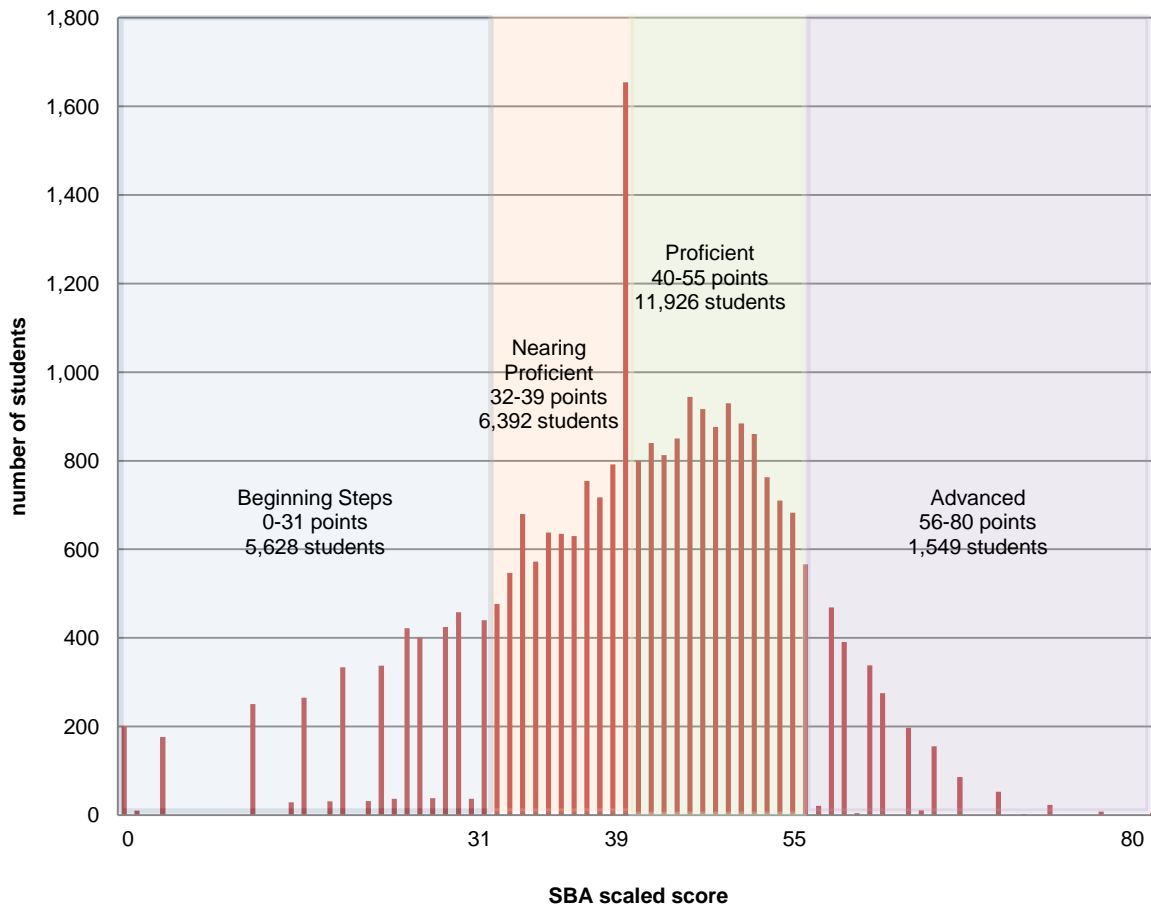
Chart 1. Grade Three Reading SBA Scaled Score and Proficiency Rate Trends



Source: LFC Analysis

In SY11, 2,446 third-graders, or 10 percent, were within two points of scoring proficient on the SBA. Similarly, improving scaled scores by two points would move an additional 5 percent of students into the nearing proficient category. Minimal improvements on the SBA would significantly alter New Mexico’s achievement levels.

Chart 2. Frequency of Grade Three Reading SBA Scaled Scores, FY11

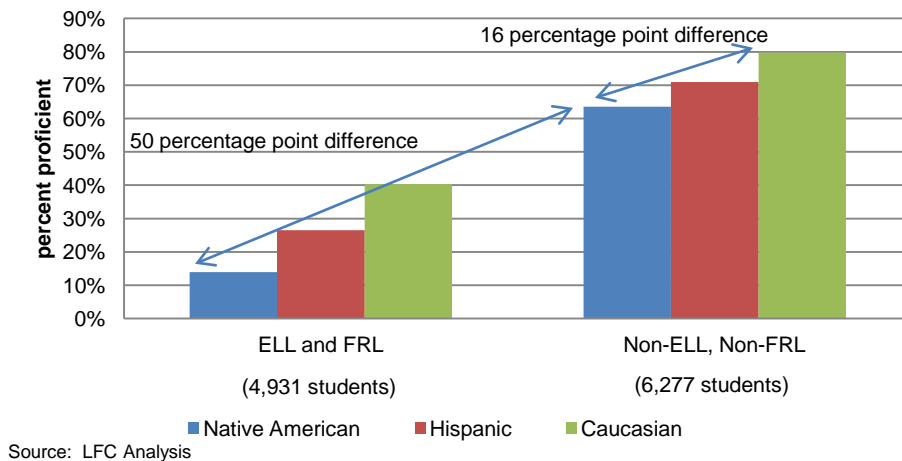


Source: LFC Analysis

The largest achievement gaps in New Mexico are strongly associated with poverty and language. Research has established a strong relationship between student performance and both economic and language status (Lee & Burkam, 2002). Nationally, New Mexico has the second highest percentage of students who qualify for free or reduced-price lunch (FRL) and the third highest percentage of English-language learners (ELL). The distribution of FRL students can be seen in **Appendix E**.

While there are gaps in proficiency rates among ethnic subgroups, the gaps related to socioeconomic status and English-language learner status within each ethnic subgroup are even larger. On the 2011 reading SBA, for example, 14 percent of Native American FRL, ELL students were proficient compared with 64 percent of non-FRL, non-ELL Native American students. This same gap of roughly 50 percentage points is true for each ethnic subgroup and is consistent with the LFC’s analysis of SBA scores from 2004 to 2008 presented in the “Three-Tiered Licensure System and the Achievement Gap” in 2009.

Chart 3. FRL and ELL Third-Grade Reading Achievement Gap, FY11



Similarly, for all subgroups, the gap between proficiency rates for FRL and non-FRL students is approximately 20 percentage points.

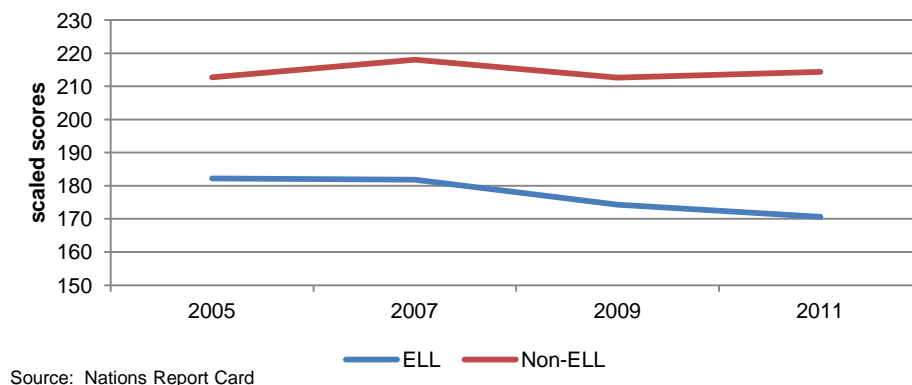
Table 3. Achievement Gap Between Percent Proficient FRL and Non-FRL Third-Graders, SY11

	FRL	Non-FRL	Difference
Hispanic	44%	68%	24%
Caucasian	61%	80%	19%
Native American	33%	55%	22%
Other	48%	76%	28%

Source: LFC Analysis

On the National Assessment of Education Progress (NAEP), also known as the Nation's Report Card, ELL students in New Mexico scored 42 points less than non-ELL students on the 2011 fourth-grade reading test. This gap grew from 2005, when ELL students scored 31 points less than non-ELL students.

Chart 4. NAEP Fourth-Grade Reading Average Scaled Scores for ELL and non-ELL Students



The percentage of fourth-grade ELL students scoring proficient and above on the NAEP has also declined. In 2003, 9 percent of New Mexico’s ELL population was proficient or above on the fourth-grade reading NAEP; in 2011, 2 percent of ELL students scored proficient and above. National trends showed 8 percent of ELL students were proficient on NAEP reading in 2003 and 2011 (**Appendix F**).

Students scoring below proficient are concentrated by district and school. Of the 25,495 valid third-grade SBA scores in 2011, 12,020 scored beginning steps or nearing proficient. More than half of those students, 6,886, came from seven school districts. These same districts educate 56 percent of New Mexico’s third-graders, suggesting a relatively even distribution of non-proficient third-grade readers across the state.

Table 4. Third-grade Students Below Proficient by District, SY11

District	Number of students below proficient	Percent of total students below proficient	District's Percent of Third Graders in NM
Albuquerque	3,205	27%	29%
Las Cruces	965	8%	7%
Gallup McKinley	633	5%	3%
Santa Fe	590	5%	5%
Gadsden	584	5%	4%
Rio Rancho	479	4%	5%
Farmington	430	4%	3%
Total	6,886	57%	57%

Source: LFC Analysis

While those students are spread across 425 schools, 9 percent, or 1,030 students came from 10 elementary schools. Expanding this list to the top 30 schools covers 20 percent of the states’ students reading below proficient.

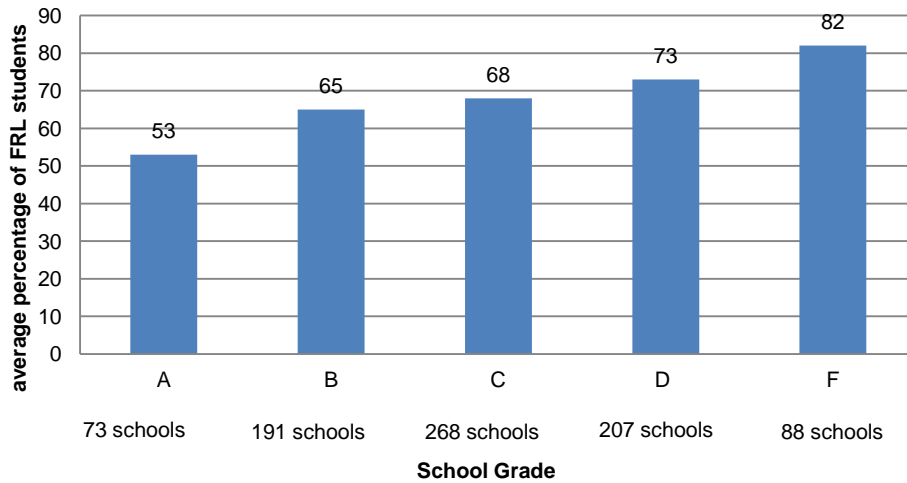
Table 5. Students Below Proficient by School, SY11

School (District)	Number of third-graders below proficient	Total number of third-graders	Percent of third-graders below proficient
Edward Gonzales (APS)	130	207	63%
Central (Bloomfield)	119	214	56%
Navajo (Gallup McKinley)	107	142	75%
MaryAnn Binford (APS)	106	161	66%
Jefferson (Lovington)	105	220	48%
Valencia (Portales)	103	238	43%
Carlos Rey (APS)	94	151	62%
Painted Sky (APS)	93	182	51%
Sunrise (Las Cruces)	91	150	61%
W.D. Carroll (Bernalillo)	80	140	57%
Total	1,028	1,805	

Source: LFC analysis

The PED’s assignment of school grades favored schools with fewer students from low-income families. At schools earning an A, an average of 53 percent of students were FRL compared with 82 percent at schools earning an F.

Chart 5. Average Percentage of Free or Reduced-Price Lunch Students and All School Grades, FY11



Source: LFC analysis of PED data

At-risk students are more likely to have high absenteeism, which negatively impacts achievement levels. Based on third-grade reading scaled scores from 2011, student attendance is directly related to reading proficiency. The average three-year attendance rate for third-graders scoring beginning steps on the SBA was 95.4 percent, while the attendance rate for students scoring at the highest level, advanced, was 96.8 percent. A 1 percent difference is approximately two days per school year. The average rate of attendance for 21,639 third-graders between SY09 and SY11 was 96 percent.

Table 6. Three-Year Attendance Rates of SY11 Third-Graders

	Number of students	Average Attendance Rate
Beginning Steps	4,618	95.4%
Nearing Proficient	5,405	95.9%
Proficient	10,278	96.3%
Advanced	1,338	96.8%
Total	21,639	96.0%

Source: LFC Analysis

On average, each 1 percent increase in attendance equated to a 0.43 point scaled score increase. Based on this relationship, improving a student’s attendance rate by 2.3 percent, roughly four school days per school year, corresponds with a one-point increase on the reading SBA scaled score. As seen in Chart 2, 6 percent of New Mexico’s third-graders were within one point of proficient and 12 percent were within three points.

Performance is lowest for chronically absent students. For the 1,180 students who attended school less than 90 percent of the time between first and third grades, the average SBA scaled score was 36.9, with 40 being proficient, and only 43 percent were proficient. In contrast, of the 15 thousand students present 95 percent or more of the school year, 56 percent were proficient with an average reading scaled score of 40.5. Over-represented students with high-absences include Native Americans, English-language learners, and special education.

Student ethnicity and poverty status directly correlate with attendance rates and SBA reading scaled scores. Native American students tended to have the lowest attendance rates, 1.4 percentage points below the state average, and reading SBA scaled scores 4.3 points below the state average of 39.5.

Table 7. Relationship between Attendance and SBA Performance for Subgroups, SY11

Student Group	Number of Students	Average Attendance Rate	Average Reading SBA Scaled Score
Caucasian	6,105	96.4%	44.4
Hispanic	15,302	96.1%	38.2
Native American	1,940	94.6%	35.2
Free Lunch	14,455	95.7%	37.2
Reduced-price Lunch	1,352	96.5%	41.2
No FRL	5,732	96.9%	45.2

Source: LFC Analysis

Focused efforts to improve attendance would help overall performance levels. The high-performing schools visited by LFC staff recognized the challenge of improving attendance rates (**Appendix G**). At Griegos Elementary in Albuquerque, for example, the principal described regularly making calls and visiting homes to encourage students to come to school. At Newcomb Elementary in the Central Consolidated School District, bus routes over dirt roads become impassable during inclement weather, but the school used incentives, including food, to increase attendance rates.

From 2003 to 2010, the PED funded a Truancy and Dropout Prevention Program in 13 districts and three charter schools.

Ninety-seven percent of schools received an A for the attendance portion of the A-B-C-D-F school rating system. Schools earned an A for the attendance portion of the school rating system, worth 10 points out of a total of 100 points, for achieving an attendance rate of 95 percent or better. Of 831 preliminary attendance grades, 804 schools earned an A, reducing the incentive for schools to focus on improving attendance rates.

For the SY11 third-grade cohort, mobility within schools in the same district was greater than across districts. Forty-eight percent, or 12,304 students, remained at the same school between kindergarten and third grade and 92 percent, or 23,522 students, remained within the same district.

Recommendations

The Legislature should require districts to annually submit performance-based budgets to the PED, consistent with the General Appropriations Act.

The PED should:

Annually report its process for determining standards-based assessment cut scores and the relative impact on proficiency rates to the Legislature;

Evaluate the impact of bilingual models on the performance of New Mexico’s English-language learners;

Require districts to report data on student attendance and identify strategies for improvement as part of its annual performance-based budgeting process; and

Raise attendance criteria in school grading to encourage schools to improve attendance rates.

EARLY EDUCATION IMPROVES PERFORMANCE, BUT LACK OF COORDINATED RESOURCES AND INCONSISTENT QUALITY LIMITS SUCCESS

A high percentage of students show up to kindergarten far behind expectations and are at-risk of academic failure. Children from low-income homes often start out behind their peers and must learn more than a year's worth of academic content each school year to catch up. A brief by the National Center for Children in Poverty confirms these results: preschool-aged children growing up in low-income households score 60 percent below children in the highest socioeconomic group on cognitive tests and know only one-third of the words, 4,000, compared with their middle-income peers, 12,000.

While New Mexico has early learning guidelines, the state lacks a common assessment of kindergarten readiness, making it difficult to compare programs and clearly communicate expectations to parents prior to entering kindergarten. As part of the New Mexico Reads to Lead initiative, the PED plans to spend \$3 million for a common formative assessment for kindergarten through third grade.

Some districts, such as Albuquerque Public Schools (APS), have adopted kindergarten readiness assessments, and have found most children are not ready for kindergarten upon entry. APS uses the Kindergarten Developmental Progress Report (KDPR) to assess kindergarten students throughout the school year. The KDPR divides students into four proficiency level, area of need, emergent, nearing proficient, and proficient. In SY08, only 15 percent of students were proficient in language arts at the beginning of kindergarten, compared with a 52 percent proficiency rate as measured with the SBA in the third-grade in SY11. Similar to the SBA, KDPR proficiency rates vary based on the ethnic backgrounds of students entering kindergarten.

Table 8. Fall 2007 Kindergarten Proficiency on the KDPR Assessment

Ethnicity	Area of Need	Emergent	Nearing Proficient	Proficient
Native American	35%	35%	23%	7%
Asian	17%	24%	34%	25%
Black	27%	30%	32%	12%
Hispanic	34%	30%	27%	9%
Caucasian	13%	21%	39%	27%

Source: Albuquerque Public Schools

New Mexico invested \$83 million in childcare assistance in 2011 through the Children, Youth, and Families Department, but it is unclear what the program's effects are on children and families. Previous LFC evaluations have noted CYFD does not analyze, and in some cases does not collect, data to determine the effectiveness of the childcare assistance program. A 2009 LFC evaluation of investments in early childhood recommended performance measures could be used to guide data collection, track progress toward increasing the ratings of its providers, and send more children into higher-rated care.

The childcare assistance program subsidizes the cost of childcare for families with incomes at or below 200 percent of the federal poverty level. The program serves approximately 22 thousand children each month, and had a waiting list of nearly 7,000 children in September 2011.

New Mexico, along with the federal government, spends more than \$117 million on PreK, Head Start, and special education prekindergarten that help narrow, but not fully close, achievement gaps. For FY13, the state increased FY12 PreK funding levels by 33 percent, appropriating \$19.2 million. For FY13, the CYFD and the PED will reimburse sites and districts at a rate of approximately \$2,900 per student.

Table 9. Pre-K General Fund Appropriations
(dollars in thousands)

		FY06	FY12	FY13
PED	Appropriation	\$2,475.0	\$6,292.6	\$10,000
	Students	770	2,380	3,103 *
	Sites	24	50	
CYFD	Appropriation	\$2,374.5	\$8,221.7	\$9,200
	Students	770	2,211	2,827*
	Sites	33	70	
Total	Appropriation	\$4,849.5	\$14,514.3	\$19,200
	Students	1,540	4,591	5,930*
	Sites	57	120	

*Estimated

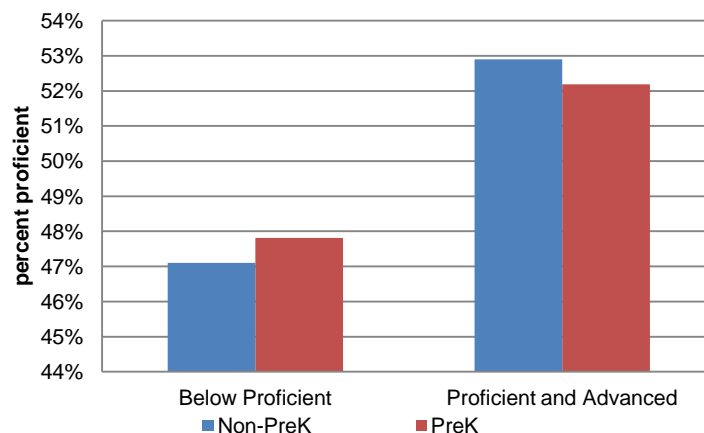
Source: PED, CYFD

Many of these non-PreK students, however, received educational programs prior to kindergarten. For example, in FY11, Head Start, a federally funded early childhood program not administered by PED or most school districts, served 5,400 four and five-year olds in New Mexico at a cost of \$57 million.

Studies have shown that Head Start is a cost-effective program providing significant short-term impact on the early development of low-income children. A growing body of research in neuroscience, developmental psychology, and economics suggests the earliest years of life are a particularly promising time to intervene in the lives of low-income children. A 2005 federal study of the effectiveness of Head Start programs showed significant positive impacts on behavior, reading, writing, and vocabulary skills. Additionally, a 2008 study by the University of Chicago suggested the federal Head Start program provided significant short-term benefits to its participants that justified the program’s costs.

PreK boosts student performance, including third-grade reading scores. In SY11, third-graders who attended state-funded PreK programs were proficient at nearly identical rates, 52 percent, as the overall population of New Mexico third-graders, 53 percent. This is remarkable because these PreK programs served higher percentages of Hispanic, Native American, ELL, and FRL students than the overall population of third-graders. Additionally, the average third-grade reading SBA scaled score for PreK students, 39.6, was higher than for non-PreK students, 39.5. The estimated effect of PreK is even greater when controlling for these demographic differences.

Chart 6. PreK vs. Non-PreK SBA Reading Proficiency Rates, SY11



Source: LFC Analysis

Of the students who attended a PED PreK program, 49 percent were proficient on the third-grade reading SBA and the average scaled score was 38.9. Of students who attended a CYFD PreK program, 56 percent were proficient, averaging a scaled score of 40.4.

Compared with state averages, PED sites enrolled higher percentages of Native American FRL, and ELL students, while CYFD sites enrolled higher percentages of Hispanic students.

Table 10. Demographic Profile of PED and CYFD PreK Students, SY07

	CYFD PreK (778 students)	PED PreK (824 students)	Non-PreK third-Graders, (23,893)
Hispanic	73%	57%	60%
White	17%	9%	25%
Native American	7%	31%	8%
FRL	76%	90%	74%
ELL	15%	32%	20%
Special Education	11%	10%	16%

Source: LFC Analysis

Of the 18,250 third-graders who qualified for free or reduced-price lunch in 2011, 7 percent, or 1,335 students, attended PreK. At FY13 funding levels, it is estimated that 53 percent of four-year olds who qualify for free or reduced-price lunch will participate in PreK or Head Start.

PreK students outscored similar non-PreK students on the reading portion of the SBA when controlling for demographic variables. Compared with a student group made up of similar proportions of Hispanic, Caucasian, Native American, ELL, FRL, and special education students, non-PreK students were estimated to earn an SBA reading scaled score of 39, while PreK students were estimated to earn 40.2 scaled score points (**Appendix H**). This means, on average, participating in PreK is estimated to add 1.2 scaled score points to a student’s third-grade reading SBA score. In 2011, 1,654 students, or 6 percent of the 25,495 third-graders with reading SBA scores, were within one point of being considered proficient and 12 percent of all third-graders were within three points of being proficient.

Additionally, the estimated impact of PreK programs on third-grade SBA scores was greatest at PED sites. On the 2011 reading SBA, the estimated effect for PED PreK participants was 1.8 scaled score points; for CYFD PreK participants, the estimated effect was 0.4 scaled score points. These estimates control for ethnicity, ELL, FRL, and special education.

Similar results of the impact of early childhood education programs were found in Albuquerque. A study conducted in 2006 by the Center for Education Research at UNM concluded students who attended an Albuquerque child development center were more likely to graduate from high school, more proficient in reading, and less likely to be classified with a learning disability. The study also determined the initial effects declined during elementary school, highlighting the importance of sustaining intervention services to the neediest students.

As measured by the National Institute for Early Education Research (NIEER) as well as New Mexico’s Early Learning Outcomes Assessment (PreK Assessment), New Mexico PreK produces consistent benefits for children. Using standardized early learning assessments, NIEER found that over a three-year period, students showed similar growth from both PED and CYFD PreK programs.

Table 11. NIEER PreK Score Increases, SY06 - SY08

Subject (Test)	Avg. CYFD Point/% Increase	Avg. PED Point/ % Increase
Language (PPVT III Raw Score)	6.27	5.38
Mathematics (WJ III Applied Problems Raw Score)	1.91*	1.44*
Early Literacy (TOPEL Print Knowledge % Correct)	23%*	26%*

*Statistically significant

Source: NIEER

Additionally, for several years, the PED and the CYFD have contracted with the University of New Mexico’s Early Childhood Services Center for between \$540 thousand and \$750 thousand annually to oversee the PreK assessment, maintain a PreK database, mentor PreK teachers, and provide other training and professional development activities.

New Mexico’s PreK assessment is one of three state-developed early childhood instruments in the nation and evaluates students on 25 indicators across seven learning domains: physical development, health and well-being; literacy; numeracy; aesthetic creativity; science; self, family, and community; and approaches to learning. Based on the SY11 PreK assessment, 90 percent of PreK students are progressing across the seven measured domains, but it is unclear how many of these students are considered ready for kindergarten.

New Mexico’s PreK teachers and administrators value the PreK assessment, but the time dedicated to the assessment is high. A majority of the 94 respondents to an LFC survey agreed the PreK assessment was easy to administer and they received adequate training to administer and interpret the assessment. Seventy-eight percent of respondents felt the assessment informs their teaching, and two-thirds of respondents noted that the information obtained from the assessment helps them communicate student progress to parents.

The statement, “The information I receive from the assessment is worth the time it takes me to administer the assessment,” received a relatively low agreement rate, 60 percent, and the lowest scale score of any of the statements, 3.4 out of 5.

PreK practitioners reported spending 25 percent of their school year administering the PreK assessment. The assessment is based on observations of students in class. Survey answers likely took into account those observation hours, which could occur during direct instruction to students. Forty-five percent of PreK teachers spend 100 hours or less administering the assessment, while 16 percent spend 400 hours or more, with an average of 200 hours. Assuming a six-hour school day, this equates to over six weeks of instructional time, or 25 percent of the 800-hour school year.

Table 12. Annual Number of Hours Spent Administering PreK Assessments

Hours Spent Administering PreK Assessment	% of respondents
100 or less	45%
101-200	20%
201-300	8%
301-400	13%
401-500	13%
501+	3%

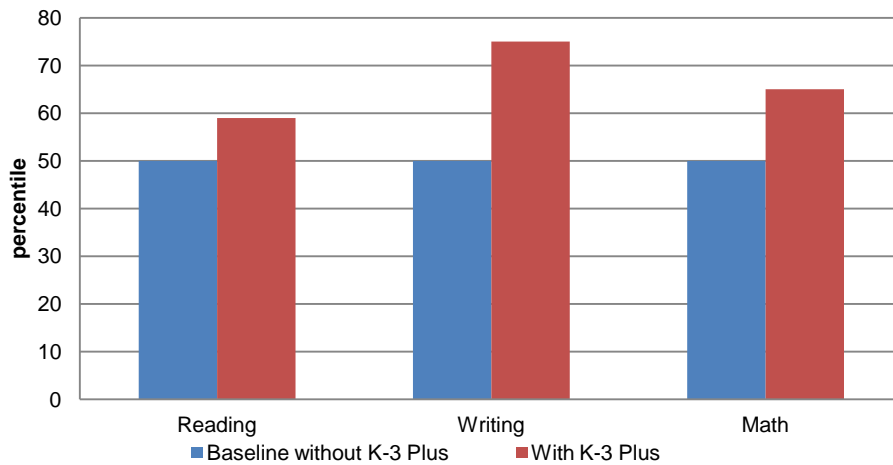
Source: LFC Survey

New Mexico’s K-3 Plus program is making positive differences for the neediest students. K-3 Plus was developed in 2007 as a pilot project to narrow the achievement gap by extending the school year by 25 days at schools with more than 85 percent of students qualifying for free or reduced-price lunch. In FY13, New Mexico appropriated \$11 million to the K-3 Plus program, more than double the FY12 appropriation of \$5.3 million.

In SY08, 2,491 students registered for K-3 Plus from 44 schools across 15 districts. By SY12, the number of registered students doubled to 4,941 students from 50 schools in 15 districts. Districts received \$800 per student for 4,564 of these students who met the state’s minimum attendance requirement of 18 days. For the 2012 summer session, the Legislature appropriated funding for 9,600 students at \$1,100 per student. PED received applications for 9,295 students, 25 percent of the estimated 41 thousand eligible students, from 75 schools in 20 districts and one state charter school.

A 2011 evaluation of New Mexico’s K-3 Plus program conducted by Utah State University found positive effects on third-grade reading, writing, and math SBA performance and estimated the benefits from reduced grade retention and remediation services offset all K-3 Plus costs.

Chart 7. Effect of K-3 Plus on SBA Percentile Rank, SY10



Source: Utah State University

Researchers from Utah State University are currently evaluating the effects of K-3 Plus with a control group to minimize potential selection bias; preliminary results are expected later this year.

The state’s K-3 Plus program effectively targets high-needs students. In SY11, the demographic profile of the 2,251 third-grade students enrolled in K-3 Plus before the second or third-grade school year were as follows:

- 96 percent qualified for free or reduced-price lunch, compared with 72 percent statewide;
- 79 percent were Hispanic, compared with 60 percent statewide;
- 14 percent were Native American, compared with 9 percent statewide;
- 45 percent were English-language learners, compared with 20 percent statewide; and
- 13 percent had been retained at least once, compared with 10 percent statewide.

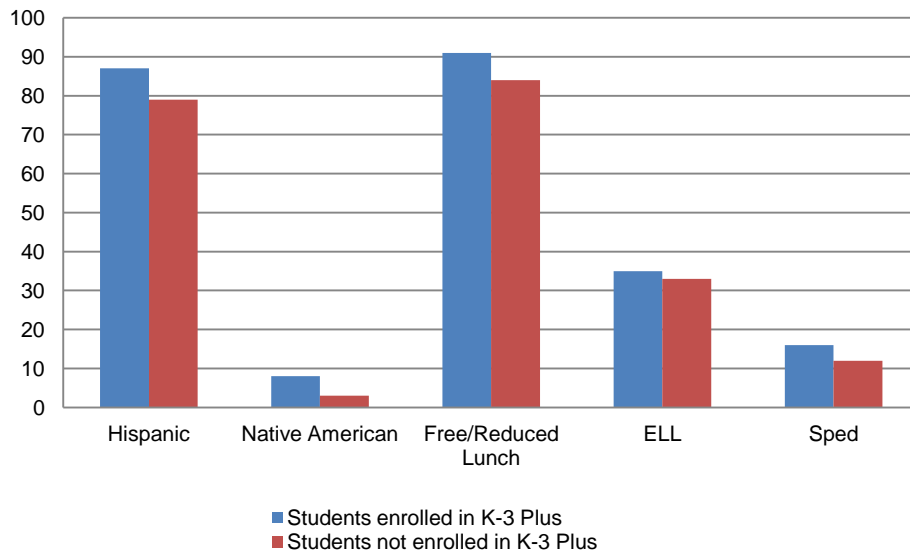
Consistent with the risk-factors of this group of K-3 Plus students, performance is lower than state averages: only 33 percent of third-graders who were enrolled in K-3 Plus for one year were proficient or above on the reading SBA, compared with 53 percent of all third-grade students.

Students who receive two years of K-3 Plus outperform students who attend one year of K-3 Plus. For the 1,603 students who attended one year of K-3 Plus, the average scaled score was 34.7, and for the 665 students who attended two years, the average scaled score increased to 35.1. Controlling for student demographics, students who attended K-3 Plus a second year are estimated to score 0.8 scaled score points higher than students who attended K-3 Plus for one year.

Schools are effectively targeting K-3 Plus to their neediest students. Similar trends exist even within schools that offered K-3 Plus. At seven randomly sampled schools with K-3 Plus, a higher percentage of the students enrolled in the program were Hispanic, Native American, ELL, FRL, or qualified for special education services than for the students at those schools that did not enroll in K-3 Plus.

LCPS' Joint Multi-Age Primary Program (JUMP)
 Las Cruces Public Schools is adopting a new approach to ensure at-risk students are able to read by the third grade. The JUMP program allows students in grades K-2 to progress continuously in flexible groups at their own pace by attending an ungraded multi-age classroom. JUMP students will also participate in the district's K-3 Plus program. JUMP targets 14 classrooms in seven elementary schools. The program purposefully places students of different ages together in the same classroom based on ability, while still supporting an individualized, continuous-progress instructional model. LCPS will implement and evaluate the program beginning in SY13.

Chart 8. Student K-3 Plus Demographics at Seven Schools, SY11



Source: LFC analysis

Few at-risk students have access to a full continuum of early education programs, despite the need for extra learning time. In SY12, only 13 schools in New Mexico offered PreK and K-3 Plus. Of 25,495 third-graders with SBA reading scores in 2011, only 81, or 0.03 percent, attended PreK and two years of K-3 Plus. Eighty of these students, or 99 percent, were FRL, 79 percent were Hispanic, 15 percent were Native American, and 41 percent were ELL. Of these 81 students, 49 percent were proficient or advanced on the 2011 reading SBA with an average scaled score of 37.8.

Controlling for ethnicity, ELL, special education, and FRL, students who receive all three programs are estimated to score between 1.5 and 3.8 scaled score points higher than students who do not receive these programs.

Better attention is needed on regular performance reporting and adherence to quality of K-3 Plus program implementation. With the exception of programs that did not intend to offer the required number of days of service, all districts and charter schools that have applied have received K-3 Plus funding. While the application requires plans for dedicated reading and math blocks as well as intervention services for students in the lowest quartile, the PED's ability to ensure proper implementation has been limited.

An evaluation of K-3 Plus in Albuquerque, for example, found programs were more successful if K-3 Plus teachers were paired with the same students they were teaching in the upcoming school year. Similarly, a RAND Corporation study identified maximizing quality, enrollment, and attendance as critical elements to achieving benefits from summer learning programs. In accordance with statute, the PED will disseminate these and other best practices, form a K-3 Plus advisory committee, and promulgate rules for application requirements.

Recommendations

The PED should:

Track student enrollment in PreK, Head Start, or other pre-school programs in the student information database (STARS); also, collect New Mexico PreK assessment data in STARS;

Coordinate allocation of PreK and K-3 Plus resources to increase the number of students who receive the full benefit of both programs; and

Increase oversight and accountability of K-3 Plus with a particular focus on best practices such as addressing student attendance, aligning curriculum, providing remediation and intervention, and matching students with their upcoming teachers.

The PED and the CYFD should:

Consider alternative PreK assessments based on cost effectiveness, time required for administration, alignment with the common core kindergarten standards, and ability for comparisons with other states.

Report student PreK performance as part of the Accountability in Government Act.

EARLY LITERACY INITIATIVES, SUCH AS RETENTION AND READING FIRST, HAVE PRODUCED MIXED RESULTS

To boost performance, many states have implemented mandatory retention policies. Generally, states with such policies retain third-graders reading below proficient and provide remediation and intervention to increase the number of proficient third-graders. In 2002, Florida instituted a statewide third-grade retention policy. Several states have since followed, including Arizona, Oklahoma and, most recently, Indiana. Many other states, including New Mexico, have recently considered similar legislation.

Mandatory retention policies are typically coupled with increased intervention, making it difficult to determine whether retention policies, interventions, or the combination of both are impacting student achievement. Students retained through a state- or district-wide policy typically receive additional support to increase reading performance, including summer reading camps and tutoring during the school year. Also, research typically relies on standardized test data that does not isolate the effects of retention, making it difficult to isolate the causes of changing student achievement.

A study of Chicago Public School's third-grade retention policy, for example, found retained students were unaffected one year after retention and their achievement was 6 percent lower than low-achieving peers who were not retained. In Florida, retained third-graders slightly outperformed socially promoted students in reading in the first year after retention and those gains increased in the second year. Another analysis found retained third-graders caught up with their peers in fourth grade, but those gains had largely been lost by sixth grade.

Retained students are at an increased risk of dropping out of school, earning less income, and engaging in crime. Retained students are two to 11 times more likely to drop out of school. In 2010, the unemployment rate for those without a high school diploma was 5 percent higher than for workers with only a high school diploma. High school graduates earned 41 percent more than those without diplomas. Additionally, high school dropouts in the U.S. are 3.5 times more likely to be incarcerated, and in New Mexico, three-quarters of state prison inmates are high school dropouts.

The Legislature has recently considered revisions to New Mexico's remediation and retention laws. Current law allows parents of students in grades one through eight to refuse to allow their child to be retained for one year. No comprehensive data is available to determine how many retention recommendations are overridden by parents. Schools are then responsible for developing and implementing academic improvement plans, and if the student does not make sufficient progress, that student may be retained for one year.

Recently considered legislation would require retention of third-grade students scoring at beginning steps, the lowest proficiency level on the SBA. Of the 25,495 third-graders with valid reading SBA scores in 2011, 5,628, or 22 percent, met this criteria; 6,392 students, or 25 percent, were nearing proficient, but would not be mandatorily retained. Consistent with similar legislation in other states, students would be exempt from retention for proficient scores on an alternate assessment, completion of a portfolio, English-language learner status, special education status, or previous retention in kindergarten, first, or second grades.

Approximately 8 percent of 2011 third-graders, or 1,923 students, would have been eligible for retention under recently considered legislation. Of the 5,628 students who scored at beginning steps in 2011, 3,705 would have been exempted because they had previously been retained, qualified for special education, or were ELL. Some the remaining 1,923 eligible students would have likely been exempted through alternate assessments or portfolios.

For these 1,923 students:

- The average reading SBA scaled score was 25, compared with a cut score of 32 for nearing proficient and a statewide average of 39.5;
- 57 percent were males;
- 64 percent were Hispanic;
- 15 percent were Native American;
- 86 percent qualified for free or reduced-price lunch;
- 7 percent attended PreK;
- 10 percent attended K-3 Plus before either their second or third-grade school year;
- the average attendance rate was 95.3 percent; and
- 61 percent changed schools between kindergarten and third-grade, higher than the overall average of 52 percent.

Sixty-five percent of these students came from 10 school districts, with 30 percent from the Albuquerque Public Schools.

Table 13. Third-Graders Potentially Eligible for Retention by District, SY11

District	Number of third-graders eligible for retention	% of eligible
Albuquerque	573	30%
Las Cruces	143	7%
Gallup McKinley	102	5%
Rio Rancho	72	4%
Hobbs	67	3%
Central Consolidated	64	3%
Clovis	63	3%
Farmington	62	3%
Roswell	61	3%
Los Lunas	52	3%
Total	1,259	65%

On average, providing an additional school year costs the state \$7,000, the same amount as PreK and four years of K-3 Plus per student. For the 1,923 third-graders eligible for retention in SY11, this would have cost the state \$13.5 million, compounding with each cohort subject to a mandatory third-grade retention policy.

In New Mexico, almost 10 percent of the third-grade class in SY11 was retained between kindergarten and third-grade. The greatest number, 936, were retained in kindergarten, decreasing steadily to 232 retained in the third-grade. The average reading SBA scaled score for all non-retained third-graders in 2011 was 40.2, compared with 32.9 for retained students. Of those retained students, 725, 30 percent, qualified for special education services by the time they were third-graders; 208 of those special education students required high levels of services. The average attendance rate for non-retained students, 96.1 percent, was higher than the average attendance rate for retained students, 95.3 percent.

As is the case nationally, some groups of retained students were over-represented: Hispanics, males, FRL, and ELL. Also, average scaled scores and proficiency rates were lower for retained students than for non-retained students.

Table 14. Retention and Third-Grade SBA Reading Scores, SY11

	Number of Students	Average Scaled Score (Proficient = 40)	% Proficient
Non-retained	23,076	40.2	53%
Retained in Kindergarten	936	33.4	32%
Retained in First	732	31.7	24%
Retained in Second	528	32.5	25%
Retained in Third	232	35.2	34%

Source: LFC analysis

Of the retained third-graders who scored at beginning steps in SY10, only 12 percent were proficient by the end of their second year of third grade. Of the 100 third-graders who scored at beginning steps and were retained in SY10, 25 stayed at beginning steps in SY11, 63 moved up one level to nearing proficient, and 12 moved to proficient. Although many students increased their reading scores in their second year of third grade, overall, only 29 percent moved up to become proficient in reading after repeating the third-grade. Forty-three percent of students retained in third grade in SY10 did not improve a proficiency level or regressed a proficiency level.

Table 15. Retained Third-Graders Moving to Proficient or Above, SY10 and SY11

SY10 Proficiency Level	Number of students retained in SY10	Number of Retained Students Scoring Proficient in SY11	Number of Retained Students Scoring Advanced in SY11	Proficient or Advanced after 2nd year of 3rd grade, SY11
Beginning Steps	100	12	0	12%
Nearing Proficient	89	42	0	47%

Source: LFC Analysis

Students retained in third grade in SY10 increased their SY11 SBA reading scaled score by an average of 8.8 points, but the change in student scores ranged from a decrease of 20 points to an increase of 32. Fourteen percent of students retained in third grade in SY10 saw their SBA reading scores decline or stay the same in SY11. Another 18 percent of students increased their third-grade SBA reading score by four points or less, while 23 percent improved their scores by 15 points or more.

Table 16. Retained Third-Grade SBA Reading Score Change from SY10 to SY11

SBA Reading Point Change from SY10 to SY11	% of Retained Students
≤ 0	14%
1-4	18%
5-8	18%
9-11	15%
12-14	11%
15-18	11%
>18	12%

Source: LFC Analysis

Retained third-graders with the lowest SY10 reading proficiency levels grew at the greatest rates. Third-grade students who scored at beginning steps on the SY10 SBA averaged a 13-point increase on their SY11 SBA reading score and only 5 percent of those students' scores declined. In contrast, third-graders who scored nearing proficient and proficient prior to being retained averaged smaller increases and more frequently had scores that declined in their second year of third grade.

Table 17. Changes in SBA Scores for Retained Third-Graders

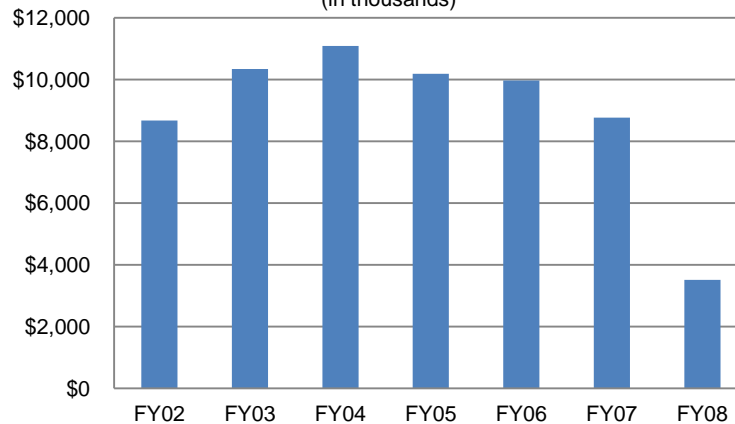
2010 Third-Grade Reading Proficiency Level	Average Score Increase from SY10 to SY11	Percent of Students with Declining Scores	# of students
Beginning Steps	13	5%	110
Nearing Proficiency	6	16%	89
Proficient	4	25%	20

Source: LFC Analysis

Nine percent of the 219 third-graders retained in 2010 were proficient in reading. Twenty students who had scored proficient on the reading SBA were retained as third-graders in 2010. While these students increased their reading scaled scores by an average of 3.5 points in their second year of third grade, 10 percent, or two students, dropped to nearing proficient.

During Reading First, a federally funded program similar to the currently proposed Reads to Lead initiative, third grade reading proficiency rates did not improve. From 2002 to 2008, as part of No Child Left Behind, Congress appropriated \$1 billion annually in six-year grants to states to improve early literacy rates. New Mexico received \$62.5 million in federal Reading First funds. In FY07, these funds served 19 thousand students in 100 schools across 39 districts in New Mexico.

Chart 9. New Mexico Reading First Funding History
(in thousands)

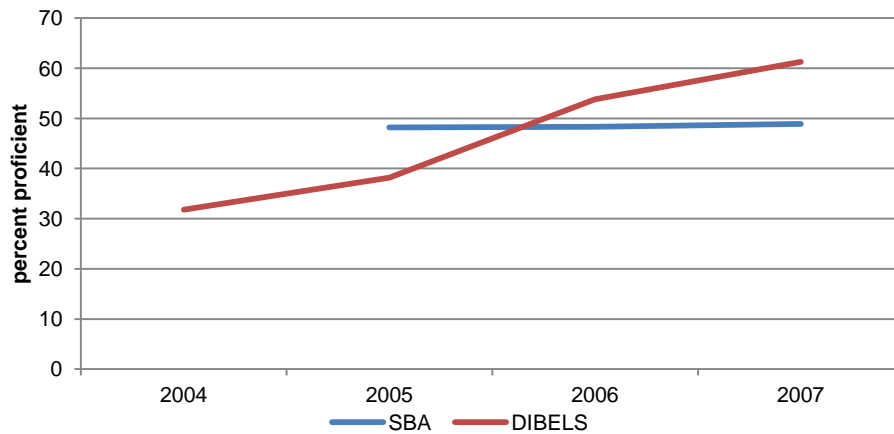


Source: Reading First State Profile

Reading First required states and participating school districts to adopt scientifically based reading programs, provide professional development, use reading coaches, and track students' reading progress using valid and reliable assessments. Congress did not reauthorize the program in 2009, based partially on the U.S. Inspector General's findings of mismanagement and conflicts-of-interest.

While DIBELS scores rose during Reading First, state SBA scores remained flat. As measured by the dynamic indicators of basic early learning skills (DIBELS), New Mexico’s fluent third-grader readers increased from 23 percent in 2004 to 61 percent in 2007. Over this same time, however, SBA reading proficiency rates remained flat at 48 percent, highlighting differences between the DIBELS, which measures fluency, and the SBA, which measures comprehension.

Chart 10. Third-Grade SBA Reading and Third-Grade DIBELS Proficiency Data



Source: Reading First Annual Performance Report

In contrast, 11 states increased proficiency rates on their standardized tests while implementing Reading First. Evaluations conducted in 2007 found characteristics of Reading First states that increased both DIBELS and state-based proficiency assessment scores included stable school leadership and principals and teachers with a strong commitment to the Reading First principles.

Table 18. 3rd Grade State Assessment Trends of Schools Participating in Reading First

State Test Scores Increased	Test Scores Remained Flat	State Test Scores Decreased
Arizona Connecticut Hawaii Illinois Indiana Mississippi New Jersey Pennsylvania South Carolina West Virginia Wyoming	Georgia North Dakota Ohio New Mexico Utah	Delaware Florida Massachusetts Mississippi Oregon

Source: US Department of Education

Recommendation

The PED should annually report the number of students retained in each grade by district.

STATE, DISTRICT, AND SCHOOL-LEVEL MANAGEMENT PRACTICES CAN HELP SCHOOLS TO MARGINALLY BEAT THE ODDS

Quality teaching is the most important school-based influence on student achievement. Numerous studies have led researchers to conclude, “The most important factor affecting student learning is the teacher” (Wright, Horn, and Sanders, 1997, p. 63). Additionally, poor and minority students show the greatest academic gains when paired with an effective teacher, although nationally these higher-risk students tend to have less experienced teachers with lower licensure levels.

In 2009, the National Council on Teacher Quality (NCTQ) evaluated eight New Mexico teacher preparation programs’ admissions standards, reading programs, elementary math programs, and exit standards. Overall, NCTQ found low admissions standards; lack of focus on the science of teaching reading, including poor reading textbook quality; inadequate math preparation, including poor math textbook quality; and a weak exit assessment.

This NCTQ study highlights the importance of both teacher preparation and ongoing professional development. Upcoming LFC evaluations will consider the effect of the state’s teacher preparation programs as well as teacher evaluation on student performance as measured by standardized test scores.

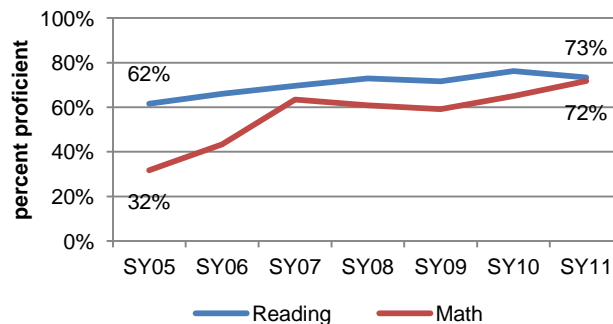
School leadership also has an indirect effect on student learning. Numerous researchers have established that strong leadership has a statistically significant influence on student achievement, accounting for up to 25 percent of the total school effect (Marzano, 2000). One effort to synthesize the descriptions of best practices resulted in the Interstate School Leaders Licensure Consortium (ISLLC) standards, including vision-setting, developing a culture focused on learning, strong management, and collaborating within and outside of the school.

Locally, Gus Benakis, the former principal at Harrison Schmitt Elementary in Silver City, developed his own “Characteristics of Success” consistent with the ISLLC standards:

1. Raise the expectations, clarify the focus;
2. Communicate (Listen!);
3. Be visible (especially the principal);
4. Collaborate K through 5;
5. Identify/ assess student needs early;
6. Retain early (K, 1);
7. Align curriculum (especially in weak areas);
8. Provide professional development;
9. Embrace challenges and acknowledge success; and
10. Take away the excuses and provide necessary resources.

As a result, student proficiency rates have steadily increased over the last six years.

**Chart 11. Harrison Schmitt Elementary
SBA Proficiency Rates, All Students**



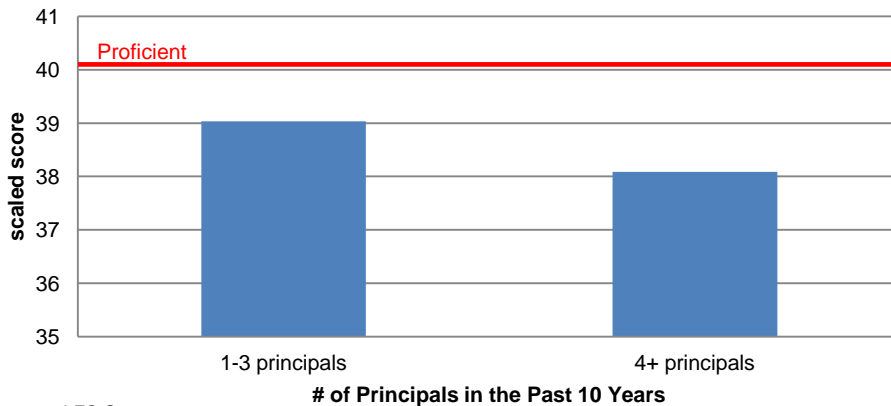
Source: PED

Based on an LFC survey of New Mexico elementary school principals, schools with more principal turnover generally had lower reading scores on the third-grade SBA. Of 89 elementary schools that responded with complete information, those with two or fewer principals over the past 10 years averaged a third-grade SBA reading scaled score of 39, while those with four or more principals averaged a score of 38.

The Importance of Stable Leadership

Of the six high-performing schools LFC staff visited—Dolores Gonzalez, Washington Avenue, Griegos, Mesilla Park, Jaramillo, and Newcomb Elementary—each had principals with tenures of 10 years or more. In contrast, of the six low-performing schools visited, each had at least three and as many as five principals in the last 10 years.

Chart 12. Number of Principals by School in the Last 10 Years and Average Third-Grade Reading Scaled SBA Score



Source: LFC Survey

Of those 89 respondents, 29 percent of schools had four or more principals in the past 10 years.

Table 19. Principal Turnover

Number of principals by school in the last 10 years	% of Respondents
1	26%
2	21%
3	24%
4	13%
5 or more	16%

Source: LFC Survey Data

Elements within the current administrator licensure requirements and minimum salary structure act as obstacles to the supply of qualified school leaders in New Mexico. Over the last five years, the number of school leaders prepared by New Mexico’s five higher education institutions has decreased by 38 percent, from 138 to 86.

One barrier to administration identified by numerous district leaders is the length of time required to earn an administrative license. To progress to a level III administrative license in New Mexico requires a minimum of six years teaching experience or seven years for out-of-state applicants. In contrast, neighboring states require fewer years. For example, Texas and Oklahoma require only two years and Colorado and Arizona each require three years. Additionally, Colorado and Oklahoma offer alternative licensure for promising leaders without teaching experience.

A second barrier cited is that per contract day, minimum elementary principal salaries are less than minimum level III teaching salaries. State statute established a minimum annual salary of \$50 thousand for level III teachers and \$60 thousand for elementary principals. Based on typical contract lengths for each position, level III teachers earn a minimum of \$278 per day, while elementary principals earn \$273 per day.

High-quality implementation of best practices impacts student growth as measured by the SBA. For example, 89 of the 167 respondents to an LFC survey, 53 percent, indicated having reading coaches. How those coaches spend their time, however, directly relates to student achievement. Similarly, effective use of data to drive instructional decisions is affected by fidelity of implementation. Like the six high-performing schools visited for this evaluation, Harrison Schmitt Elementary is a school that meaningfully uses data (see **Appendix I**).

Use of Measures of Academic Progress (MAP) as a short-cycle assessment in kindergarten and third grade related to higher student performance. Based on results from an LFC survey, in kindergarten and third grade, use of MAP, a national computer-adaptive assessment produced by the Northwest Evaluation Association, has a statistically significant positive correlation with schools’ average scaled scores. Of 167 responding schools to the LFC survey, 20 percent used MAP in kindergarten and 38 percent used MAP for third-graders.

Table 20. Use of MAP by Grade Level

Grade	Percent Using MAP
Kindergarten	20%
1 st grade	23%
2 nd Grade	36%
3 rd Grade	38%

Source: LFC Survey Data

Reading coaches spending time analyzing data is related to school performance. While other functions performed by reading coaches did not correlate with school performance, reading coaches performing data analysis was found to have a positive relationship. Of 89 schools surveyed with reading coaches, 29 percent indicated that their reading coach performed some data analysis. Those reading coaches spent between 5 percent and 45 percent of their time on data analysis.

The use of DIBELS on a weekly or monthly basis had a positive correlation with higher SBA scores. While the use of DIBELS alone was not connected to school success, schools that conducted the DIBELS assessment on a weekly basis had SBA scores higher than those that did not conduct the assessment at this frequency. Three percent of schools surveyed conducted DIBELS assessments weekly.

Conducting DIBELS assessments monthly was also connected with higher school performance. Eight percent of schools surveyed performed DIBELS on a monthly basis. The use of DIBELS on a bi-weekly, quarterly, or semi-annual basis was not correlated with higher SBA scores.

Jaramillo’s Fidelity to Data
 Jaramillo Community School in Belen uses DIBELS to regularly monitor student progress and move students into appropriate reading groups based on reading levels. Everyone from the principal to the literacy coach to teachers participates in this decision-making process and can readily describe what each student needs to progress as a reader.

DIBELS scores correlate with performance on the SBA. Statistically significant correlations were found between student scores on DIBELS oral reading fluency (ORF) and nonsense word fluency (NWF) assessments and the SBA.

As described earlier, however, during Reading First, improvements in DIBELS scores did not result in increased SBA proficiency rates. One possible explanation is that based on a sample of 3,400 New Mexico third-graders, students have to score significantly above the DIBELS benchmark to be considered proficient on the third-grade reading SBA. For example, kindergarteners are considered low-risk, the highest level on the DIBELS, with a score of 25. Students who went on to be proficient on the SBA, however, averaged a 78 on the kindergarten DIBELS.

Table 21. DIBELS Scores of SBA Proficient Students Compared with Low-Risk Benchmarks, SY11

Grade and DIBELS Assessment	Low-Risk Benchmark	Avg. Score for SBA Proficient and Above	Avg. Overall Score
Kindergarten (NWF)	25	78	69
1 st Grade (ORF)	40	65	46
2 nd Grade (ORF)	90	107	79
3 rd Grade (ORF)	110	112	95

Source: PED

Recommendations

The Legislature should revise statute to require a minimum of three years of teaching, or level II licensure, to obtain an administrative license.

The PED should:

Require districts to report data on principal and teacher turnover and identify strategies for improvement as part of an annual performance-based budgeting process.

Adopt statewide, short-cycle assessments in grades K-3 that align to the common core standards, measure growth of all students at least three times per year, can be used more frequently to monitor the progress of higher-needs students, and allow comparisons with other states.



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Public Education Department
Formal Response to the
Report to the Legislative Finance Committee:
Early Literacy
New Mexico Public Education Department

June 13, 2012

The Public Education Department (PED) wishes to thank the Legislative Finance Committee (LFC) for the opportunity to review and provide feedback on the draft *Report to the Legislative Finance Committee* addressing the topic of early literacy, including the Prekindergarten, K-3 Plus, and third grade programs. Informal feedback was provided to LFC through meetings and email communications taking place May 22 – June 1, 2012. The purpose of this document is to provide a response, as well as a summary, by PED.

General Observations

- It is recommended to exercise caution when using the terms “influence” and “impact” as evidence is not always available to assert causation.
- Consideration of what criteria were used to answer the questions as well as statistical and substantive evidence to describe meaningful differences.
- Inconsistent use of data: Different data were used to make different conclusions for different grade levels.
- It is recommended to ensure that students with disabilities are represented throughout the data presented in the report.

Feedback from PED Program Staff

The following feedback items were previously shared with LFC:

- With regard to third grade, PED recommended that LFC provide clarification for data graphics, including the addition of a color code key for a socioeconomic status map and enhance the chart on the third grade achievement gap for which LFC provided revisions based on feedback.
- The draft report indicated that “New Mexico lacks statewide kindergarten readiness standards and a common assessment of readiness...” PED shared that there are Early Learning Guidelines for prekindergarten programs providing the skills children need to have before entering kindergarten. All PreK programs are required to use the Early Learning Guidelines. LFC revised the draft report to include this language. Further, Early Learning Guidelines have been extended through kindergarten.
- The draft report included language that “PED and CYFD should consider alternative PreK assessments...in alignment with the Common Core kindergarten standards.” The current PreK assessment was analyzed to crosswalk with the Common Core State Standards. The crosswalk was provided to LFC on June 2, 2012 per its staff request.
- With regard to K-3 Plus, the draft report indicated that “No sites, however, offered the program to all four grade levels.” As follow-up, PED provided the data to LFC staff demonstrating that the majority of sites offer the K-3 plus program to all four grade levels (kindergarten, first, second, and third grades).
- The draft stated that “PED’s assignment of school grades favored schools with fewer poor students”. PED indicated to LFC staff that the correlation between free and reduced priced lunch status under AYP was -.57, versus -.417 for status under school grades, and .090 for growth under school grades. The school grading system has taken positive steps in accurately holding schools accountable.

Once again, we appreciate the opportunity to respond to the draft report. PED is committed to continuous quality improvement and constantly striving to improve the outcomes of our students and programs. We remain accountable to those we serve and to all stakeholders involved in public education in our state. The report that the LFC has provided is seen as a resource and a tool to build our capacity and continue to improve through effective use of data, evaluation, best practices and innovative strategies.

APPENDIX A: PROJECT INFORMATION

Evaluation Objectives.

1. Performance. Determine reading proficiency rates over time and relationships to student demographics.
2. Finance. Evaluate spending patterns, programs, and practices the state and districts use to finance early literacy.
3. Policy and Programming. Analyze best practices for accelerating student achievement in literacy.

Evaluation Procedures.

- Reviewed best practices in early literacy, paying particular attention to statewide student retention measures and unique financing incentives.
 - Reviewed state, district, and school-level student performance data and student demographic data.
 - Selected six over-performing and six under-performing elementary schools based on the difference between expected and actual SBA scores given the schools' percentage of students qualifying for free or reduced-price lunch, geographic location, and school size:
 - Chaparral Elementary School (Santa Fe)
 - Conlee Elementary School (Las Cruces)
 - Dolores Gonzales Elementary School (Albuquerque)
 - Emerson Elementary School (Albuquerque)
 - Griegos Elementary School (Albuquerque)
 - Henry T. Jaramillo Community School (Belen)
 - Hernandez Elementary School (Española)
 - Mesilla Park Elementary School (Las Cruces)
 - Newcomb Elementary School (Central Consolidated)
 - Ojo Amarillo Elementary School (Central Consolidated)
 - Sunset Elementary School (Roswell)
 - Washington Avenue Elementary School (Roswell)
- On site visits to these twelve elementary schools, evaluators observed over 100 classrooms, interviewed 75 teachers, principals, reading coaches, and district-level leadership.
- Analyzed cohort data for 25,495 third-graders in SY11 with valid standards-based assessment reading scaled scores. Student-level data included demographic information, enrollment in PreK, enrollment in K-3 Plus, and attendance data in grades one through three.
 - Electronically surveyed elementary principals statewide regarding best practices in reading.
 - Electronically surveyed CYFD and PED PreK practitioners with a particular focus on the PreK assessment.
 - Reviewed and determined the cost-effectiveness of current early literacy expenditures.
 - Reviewed applicable laws and regulations; LFC file documents, including all available project documents; relevant performance reviews from other states; and performance measures.

Evaluation Team.

Michael Weinberg, Lead Program Evaluator
Matthew Pahl, Program Evaluator

Authority for Evaluation. LFC is authorized under the provisions of Section 2-5-3 NMSA 1978 to examine laws governing the finances and operations of departments, agencies, and institutions of New Mexico and all of its political subdivisions; the effects of laws on the proper functioning of these governmental units; and the policies and costs. LFC is also authorized to make recommendations for change to the Legislature. In furtherance of its statutory responsibility, LFC may conduct inquiries into specific transactions affecting the operating policies and cost of governmental units and their compliance with state laws.

Exit Conferences. The contents of this report were discussed with PED on May 22, 2012.

Public Education Department
Developing Early Literacy in New Mexico
July 12, 2012

Report Distribution. This report is intended for the information of the Office of the Governor; the Public Education Department; the Children, Youth, and Families Department; the Office of the State Auditor; and the Legislative Finance Committee. This restriction is not intended to limit distribution of this report, which is a matter of public record.



Charles Sallee
Deputy Director for Program Evaluation

APPENDIX B: PUBLIC EDUCATION DEPARTMENT PERFORMANCE REPORT CARD, THIRD QUARTER, FY12

Performance Overview: In general, little or no consistent public school performance data is available during the year. Performance measures for public school support provide an annual snapshot of student performance at the end of each school year. Student performance at the end of FY11 generally failed to show improvement over FY10. Data from the FY11 administration of the New Mexico Standards Based Assessment shows decreases in statewide proficiency over FY10: a decrease of 3.4 percentage points in reading, 0.4 percentage points in math, and 4.2 percentage points in science. Based on FY11 assessment data, 50.2 percent of students scored below proficient in reading, 58.2 percent of students scored below proficient in math, and 58 percent of student scored below proficient in science.

The Public Education Department reports an increasing number of schools failing to make adequate yearly progress (AYP). Based on assessment results from the 2011 school year, 720, or 86.6 percent of all schools failed to make AYP and are in the school improvement cycle for the 2011 school year. This is an increase of 86 schools over the 2010 school year. Since 2005, the number of schools failing to make AYP has increased 73.1 percent. It is important to note that student achievement is a better indicator of academic success.

The department notes a 4.3 percent decrease in FY11's four-year cohort graduation rate, from 67.3 percent to 63 percent, for freshmen entering high school in 2007 and graduating in 2011. Graduation rate reporting methodologies delay graduation rate reporting by more than a year. However, a high note in student performance, the percentage of recent high school graduates requiring remedial courses in institutions of higher education showed positive progress, dropping from 47.1 percent in FY10 to 46.2 percent in FY11. Student achievement continues to indicate the need for programs that engage students, target struggling students, keep students in school, and better prepare students for college or the workplace.

	Budget: \$2,338,422.0	FTE:	FY10 Actual	FY11 Actual	FY12 Target	Q1	Q2	Q3	Q4	Rating
1	Percent of fourth-grade students who achieve proficiency or above on standard-based assessments in reading*		51.4%	46.5%	78%	Reported Annually	Reported Annually	Reported Annually		-
2	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessments in reading*		60.5%	53.3%	76%	Reported Annually	Reported Annually	Reported Annually		-
3	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessments in mathematics*		45.4%	44.4%	77%	Reported Annually	Reported Annually	Reported Annually		-
4	Percent of eighth-grade students who achieve proficiency or above on the standard-based assessments in mathematics*		39.2%	40.8%	74%	Reported Annually	Reported Annually	Reported Annually		-
5	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools*		47.1%	46.2%	40%	Reported Annually	Reported Annually	Reported Annually		-
6	Current year's cohort graduation rate using four-year cumulative method*		67.3%	63%	75%	Reported Annually	Reported Annually	Reported Annually		-
7	Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade		99.5%	97.1%	100%	Reported Q2	98.4%	99.3%		G

Program Rating

Y

R

Y

Comments: For FY13, the Legislature appropriated \$2.5 million to the PED for short-cycle assessments to be administered in fourth through tenth grades. Short-cycle assessments are designed to assist in making instructional decisions and can be used to indicate student growth within a school year. To be meaningful, implementation should consider mandatory reporting to the Public Education Department (PED) at least three times a year, allowing policy makers access to data more

than once annually.

Improving Student Achievement and Closing the Achievement Gap: Student achievement at the end of the 2010-2011 school year failed to achieve significant gains. Proficiency targets have generally been set unrealistically high, historically. Proficiency targets for FY13 have been adjusted downward to reflect reasonable student achievement growth over time. Despite generally failed student achievement targets by all subgroups, the achievement gap continues to persist in New Mexico, and continues to widen for economically disadvantaged students and English-language learners. The department does not currently report any performance measures for any student subgroups. To better assess the achievement gap, the PED should consider reporting proficiency results by race/ethnicity and additionally report results for economically disadvantaged students and English-language learners.

Teacher Quality: Despite having a “highly qualified” teacher workforce, improvement in student achievement continues to progress slowly. The PED has agreed to reform the state’s teacher evaluation system to measure the effect teachers have on student learning as measured by academic growth in exchange for the federal government granting New Mexico a flexibility waiver from requirements No Child Left Behind. While the Legislature failed to reach consensus on teacher evaluation legislation during the 2011 and 2012 sessions, the department will seek to establish the new system in regulations. The Legislature made a \$1 million special appropriation to PED to implement a teacher evaluation system based on student achievement growth.

Suggested Performance Measure Improvement

Performance measures for AYP reporting should be phased out in FY14 in exchange for measures aligned with the state accountability A through F rating system, consistent with the federal No Child Left Behind Waiver. Additionally, measures related to teacher and school leader effectiveness ratings should be included for FY14 as more information becomes available from the department regarding the new state evaluation system that will be implemented as part of the federal waiver. Performance measures should be added for student subgroups.

APPENDIX C: SBA READING PERCENT PROFICIENT AND ABOVE

District	School	SY11	SY12	District	School	SY11	SY12
Alamogordo	Buena Vista Elementary	75%	57%	Albuquerque	Coronado Elementary	62%	43%
Alamogordo	Heights Elementary	41%	42%	Albuquerque	Corrales Elementary	78%	71%
Alamogordo	High Rolls Mountain Elementary			Albuquerque	Corrales International Charter	76%	71%
Alamogordo	Holloman Intermediate	75%	72%	Albuquerque	Dennis Chavez Elementary	83%	76%
Alamogordo	La Luz Elementary	75%	60%	Albuquerque	Dolores Gonzales Elementary	51%	45%
Alamogordo	North Elementary	45%	44%	Albuquerque	Double Eagle Elementary	82%	92%
Alamogordo	Oregon Elementary	50%	46%	Albuquerque	Douglas Macarthur Elementary	60%	75%
Alamogordo	Sacramento Elementary	47%	22%	Albuquerque	Duranos Elementary	35%	44%
Alamogordo	Sierra Elementary	72%	82%	Albuquerque	East San Jose Elementary	28%	39%
Alamogordo	Yucca Elementary	64%	67%	Albuquerque	Edmund G Ross Elementary	49%	45%
Albuquerque	A Montoya Elementary	57%	45%	Albuquerque	Edward Gonzales Elementary	37%	40%
Albuquerque	Acoma Elementary	41%	52%	Albuquerque	El Camino Real Academy Charter	16%	43%
Albuquerque	Adobe Acres Elementary	31%	34%	Albuquerque	Emerson Elementary	4%	21%
Albuquerque	Alameda Elementary	49%	66%	Albuquerque	Eubank Elementary	20%	34%
Albuquerque	Alamosa Elementary	48%	44%	Albuquerque	Eugene Field Elementary	46%	41%
Albuquerque	Alice King Community Charter	75%	84%	Albuquerque	Family School	90%	87%
Albuquerque	Alvarado Elementary	60%	49%	Albuquerque	Georgia O Keeffe Elementary	82%	84%
Albuquerque	Apache Elementary	51%	55%	Albuquerque	Governor Bent Elementary	41%	40%
Albuquerque	Armijo Elementary	25%	31%	Albuquerque	Griegos Elementary	78%	59%
Albuquerque	Arroyo Del Oso Elementary	62%	78%	Albuquerque	Hawthorne Elementary	33%	27%
Albuquerque	Atrisco Elementary	57%	50%	Albuquerque	Hodgin Elementary	24%	45%
Albuquerque	Bandelier Elementary	68%	77%	Albuquerque	Hubert H Humphrey Elementary	86%	68%
Albuquerque	Barcelona Elementary	61%	46%	Albuquerque	Inez Elementary	54%	61%
Albuquerque	Bel Air Elementary	33%	39%	Albuquerque	John Baker Elementary	81%	70%
Albuquerque	Bellehaven Elementary	38%	63%	Albuquerque	Kirtland Elementary	62%	40%
Albuquerque	Carlos Rey Elementary	37%	31%	Albuquerque	Kit Carson Elementary	38%	30%
Albuquerque	Chamiza Elementary	58%	68%	Albuquerque	La Luz Elementary	41%	33%
Albuquerque	Chaparral Elementary	63%	61%	Albuquerque	La Mesa Elementary	54%	41%
Albuquerque	Chelwood Elementary	48%	51%	Albuquerque	Lavaland Elementary	32%	38%
Albuquerque	Christine Duncan Heritage Academy Charter	9%		Albuquerque	Lew Wallace Elementary	65%	42%
Albuquerque	Cochiti Elementary	53%	54%	Albuquerque	Longfellow Elementary	49%	38%
Albuquerque	Collet Park Elementary	59%	72%	Albuquerque	Los Padillas Elementary	33%	44%
Albuquerque	Comanche Elementary	64%	59%	Albuquerque	Los Ranchos Elementary	34%	33%

District	School	SY11	SY12	District	School	SY11	SY12
Albuquerque	Lowell Elementary	31%	22%	Albuquerque	Wherry Elementary	32%	24%
Albuquerque	Manzano Mesa Elementary	50%	64%	Albuquerque	Whittier Elementary	33%	41%
Albuquerque	Marie M Hughes Elementary	68%	52%	Albuquerque	Zia Elementary	46%	64%
Albuquerque	Mark Twain Elementary	30%	58%	Albuquerque	Zuni Elementary	71%	65%
Albuquerque	Maryann Binford Elementary	34%	42%	Animas	Animas Elementary	60%	60%
Albuquerque	Matheson Park Elementary	51%	50%	Artesia	Central Elementary	73%	69%
Albuquerque	McColum Elementary	49%	62%	Artesia	Hermosa Elementary	67%	40%
Albuquerque	Mission Avenue Elementary	49%	46%	Artesia	Penasco Elementary		
Albuquerque	Mitchell Elementary	54%	54%	Artesia	Roselawn Elementary	42%	57%
Albuquerque	Monte Vista Elementary	68%	71%	Artesia	Yeso Elementary	58%	47%
Albuquerque	Montessori Of The Rio Grande Charter	74%	71%	Artesia	Yucca Elementary	69%	55%
Albuquerque	Montezuma Elementary	37%	38%	Aztec	Lydia Rippey Elementary	61%	50%
Albuquerque	Mountain Mahogany Charter	77%	81%	Aztec	McCoy Avenue Elementary	49%	57%
Albuquerque	Mountain View Elementary	43%	34%	Aztec	Mosaic Academy Charter	45%	38%
Albuquerque	Navajo Elementary	29%	29%	Belen	Dennis Chavez Elementary	70%	60%
Albuquerque	North Star Elementary	87%	90%	Belen	Family School	90%	80%
Albuquerque	Ocate Elementary	64%	59%	Belen	Gil Sanchez Elementary	65%	59%
Albuquerque	Osuna Elementary	75%	69%	Belen	Jaramillo Elementary	55%	61%
Albuquerque	Painted Sky Elementary	49%	58%	Belen	La Merced Elementary	47%	55%
Albuquerque	Pajarito Elementary	35%	31%	Belen	La Promesa Elementary	41%	43%
Albuquerque	Petroglyph Elementary	77%	71%	Belen	Rio Grande Elementary	45%	51%
Albuquerque	Reginald Chavez Elementary	50%	47%	Bernalillo	Algodones Elementary	48%	48%
Albuquerque	Rudolfo Anaya Elementary	43%	41%	Bernalillo	Cochiti Elementary	30%	16%
Albuquerque	S Y Jackson Elementary	83%	78%	Bernalillo	Placitas Elementary	59%	77%
Albuquerque	San Antonito Elementary	88%	78%	Bernalillo	Santo Domingo Elementary	20%	26%
Albuquerque	Sandia Base Elementary	65%	66%	Bernalillo	Willanna D Carroll Elementary	43%	40%
Albuquerque	Seven Bar Elementary	69%	57%	Bloomfield	Blanco Elementary	33%	52%
Albuquerque	Sierra Vista Elementary	66%	65%	Bloomfield	Central Primary	45%	47%
Albuquerque	Sombra Del Monte Elementary	60%	52%	Capitan	Capitan Elementary	75%	56%
Albuquerque	Sunset View Elementary	68%	71%	Carlsbad	Craft Elementary	65%	59%
Albuquerque	Susie R Marmon Elementary	45%	40%	Carlsbad	Hillcrest Elementary	45%	45%
Albuquerque	Tierra Antigua Elementary	63%	69%	Carlsbad	Jefferson Montessori Charter	68%	52%
Albuquerque	Tomasita Elementary	41%	26%	Carlsbad	Joe Stanley Smith Elementary	60%	58%
Albuquerque	Valle Vista Elementary	24%	28%	Carlsbad	Monterrey Elementary	64%	73%
Albuquerque	Ventana Ranch Elementary	69%	58%	Carlsbad	Pate Elementary	47%	46%

District	School	SY11	SY12	District	School	SY11	SY12
Carlsbad	Puckett Elementary	62%	63%	Cuba	Cuba Elementary	38%	46%
Carlsbad	Riverside Elementary	82%	94%	Deming	Bataan Elementary	40%	49%
Carlsbad	Sunset Elementary	66%	62%	Deming	Bell Elementary	27%	32%
Carrizozo	Carrizozo Elementary	45%	55%	Deming	Chaparral Elementary	46%	56%
Central Consolidated	Eva B Stokely Elementary	31%	50%	Deming	Columbus Elementary	47%	44%
Central Consolidated	Kirtland Elementary	55%	49%	Deming	Memorial Elementary	35%	45%
Central Consolidated	Mesa Elementary	26%	45%	Deming	Ruben S Torres Elementary	29%	27%
Central Consolidated	Naschitti Elementary	59%	30%	Des Moines	Des Moines Elementary		
Central Consolidated	Newcomb Elementary	61%	40%	Dexter	Dexter Elementary	55%	53%
Central Consolidated	Nizhoni Elementary	29%	23%	Dora	Dora Elementary	45%	64%
Central Consolidated	Ojo Amarillo Elementary	31%	26%	Dulce	Dulce Elementary	33%	25%
Central Consolidated	Ruth N Bond Elementary	44%	35%	Elida	Elida Elementary		43%
Chama Valley	Chama Elementary	63%	58%	Espanola	Abiquiu Elementary	86%	65%
Chama Valley	Tierra Amarilla Elementary	59%	47%	Espanola	Alcalde Elementary	68%	48%
Cimarron	Cimarron Elementary	43%	50%	Espanola	Carinos De Los Ninos Charter	52%	47%
Cimarron	Eagle Nest Elementary	63%	82%	Espanola	Chimayo Elementary	29%	21%
Clayton	Alvis Elementary	82%	66%	Espanola	Dixon Elementary	85%	85%
Cloudcroft	Cloudcroft Elementary	66%	59%	Espanola	Eutimio Salazar Elementary	42%	35%
Clovis	Barry Elementary	47%	68%	Espanola	Hernandez Elementary	32%	23%
Clovis	Bella Vista Elementary	48%	30%	Espanola	James Rodriguez Elementary	54%	56%
Clovis	Cameo Elementary	44%	58%	Espanola	Mountain View Elementary		27%
Clovis	Highland Elementary	48%	57%	Espanola	San Juan Elementary	69%	60%
Clovis	James Bickley Elementary	52%	46%	Espanola	Tony Quintana Elementary	33%	32%
Clovis	La Casita Elementary	45%	52%	Espanola	Velarde Elementary	43%	56%
Clovis	Lockwood Elementary	47%	42%	Estancia	Estancia Upper Elementary	49%	60%
Clovis	Mesa Elementary	80%	75%	Eunice	Mettie Jordan Elementary	26%	44%
Clovis	Parkview Elementary	41%	32%	Farmington	Animas Elementary	53%	48%
Clovis	Ranchvale Elementary	79%	79%	Farmington	Apache Elementary	29%	41%
Clovis	Sandia Elementary	47%	57%	Farmington	Bluffview Elementary	36%	48%
Clovis	Zia Elementary	80%	78%	Farmington	Country Club Elementary	77%	82%
Cobre Consolidated	Bayard Elementary	65%	58%	Farmington	Esperanza Elementary	43%	64%
Cobre Consolidated	Central Elementary	54%	60%	Farmington	Ladera Del Norte Elementary	71%	61%
Cobre Consolidated	Hurley Elementary	80%	86%	Farmington	McCormick Elementary	30%	44%
Cobre Consolidated	San Lorenzo Elementary	60%		Farmington	McKinley Elementary	65%	69%
Corona	Corona Elementary			Farmington	Mesa Verde Elementary	56%	56%

District	School	SY11	SY12	District	School	SY11	SY12
Farmington	Northeast Elementary	57%	58%	Grants Cibola	Mount Taylor Elementary	48%	38%
Floyd	Floyd Elementary	79%	64%	Grants Cibola	San Rafael Elementary		
Fort Sumner	Fort Sumner Elementary	46%	70%	Grants Cibola	Seboyeta Elementary		
Gadsden	Anthony Elementary	66%	67%	Hagerman	Hagerman Elementary	53%	45%
Gadsden	Berino Elementary	45%	37%	Hatch Valley	Garfield Elementary	78%	50%
Gadsden	Chaparral Elementary	29%	33%	Hatch Valley	Rio Grande Elementary	37%	41%
Gadsden	Desert Trails Elementary	39%	38%	Hobbs	Broadmoor Elementary	72%	51%
Gadsden	Desert View Elementary	60%	42%	Hobbs	College Lane Elementary	62%	40%
Gadsden	Gadsden Elementary	61%	58%	Hobbs	Coronado Elementary	27%	27%
Gadsden	La Union Elementary	30%	51%	Hobbs	Edison Elementary	55%	55%
Gadsden	Loma Linda Elementary	44%	51%	Hobbs	Jefferson Elementary	31%	46%
Gadsden	Mesquite Elementary	30%	30%	Hobbs	Mills Elementary	58%	49%
Gadsden	North Valley Elementary	60%	49%	Hobbs	Sanger Elementary	65%	56%
Gadsden	Riverside Elementary	32%	37%	Hobbs	Southern Heights Elementary	31%	20%
Gadsden	Santa Teresa Elementary	67%	66%	Hobbs	Stone Elementary	71%	74%
Gadsden	Sunland Park Elementary	51%	60%	Hobbs	Taylor Elementary	36%	41%
Gadsden	Sunrise Elementary	51%	56%	Hobbs	Will Rogers Elementary	28%	25%
Gadsden	Vado Elementary	50%	38%	Hondo Valley	Hondo Elementary	9%	29%
Gallup McKinley	Chee Dodge Elementary	23%	28%	Jal	Jal Elementary	48%	63%
Gallup McKinley	Church Rock Elementary	36%	21%	Jemez Mountain	Gallina Elementary	44%	
Gallup McKinley	Crownpoint Elementary	23%	12%	Jemez Mountain	Lindrith Area Heritage Charter		
Gallup McKinley	David Skeet Elementary	6%	25%	Jemez Mountain	Lybrook Elementary	18%	8%
Gallup McKinley	Indian Hills Elementary	50%	44%	Jemez Valley	Jemez Valley Elementary	43%	29%
Gallup McKinley	Jefferson Elementary	34%	41%	Jemez Valley	San Diego Riverside Charter	27%	
Gallup McKinley	Juan De Onate Elementary	36%	35%	Lake Arthur	Lake Arthur Elementary		36%
Gallup McKinley	Lincoln Elementary	34%	31%	Las Cruces	Alameda Elementary	39%	34%
Gallup McKinley	Navajo Elementary	9%	27%	Las Cruces	Booker T Washington Elementary	48%	46%
Gallup McKinley	Ramah Elementary	35%	38%	Las Cruces	Central Elementary	42%	40%
Gallup McKinley	Red Rock Elementary	62%	57%	Las Cruces	Columbia Elementary	32%	36%
Gallup McKinley	Rocky View Elementary	16%	17%	Las Cruces	Conlee Elementary	34%	51%
Gallup McKinley	Roosevelt Elementary	63%	59%	Las Cruces	Desert Hills Elementary	70%	70%
Gallup McKinley	Stagecoach Elementary	20%	22%	Las Cruces	Dona Ana Elementary	49%	36%
Gallup McKinley	Thoreau Elementary	65%	39%	Las Cruces	East Picacho Elementary	55%	55%
Gallup McKinley	Tobe Turpen Elementary	27%	5%	Las Cruces	Fairacres Elementary	62%	53%
Gallup McKinley	Tohatchi Elementary	48%	38%	Las Cruces	Hermosa Heights Elementary	31%	43%
Gallup McKinley	Twin Lakes Elementary	25%	33%	Las Cruces	Highland Elementary	50%	64%
Gallup McKinley	Washington Elementary	28%	42%	Las Cruces	Hillrise Elementary	71%	65%
Grady	Grady Elementary			Las Cruces	Jornada Elementary	48%	47%
Grants Cibola	Bluewater Elementary	87%	53%	Las Cruces	Loma Heights Elementary	48%	50%
Grants Cibola	Cubero Elementary	41%	56%	Las Cruces	Mac Arthur Elementary	39%	61%
Grants Cibola	Mesa View Elementary	42%	39%	Las Cruces	Mesilla Elementary	63%	63%
Grants Cibola	Milan Elementary	43%	45%	Las Cruces	Mesilla Park Elementary	55%	54%

District	School	SY11	SY12	District	School	SY11	SY12
Las Cruces	Monte Vista Elementary	72%	59%	Mora	Mora Elementary	57%	65%
Las Cruces	Sonoma Elementary	77%	70%	Moriarty-Edgewood	Edgewood Elementary	85%	62%
Las Cruces	Sunrise Elementary	41%	44%	Moriarty-Edgewood	Moriarty Elementary	38%	45%
Las Cruces	Tombaugh Elementary	55%	49%	Moriarty-Edgewood	Mountainview Elementary	56%	57%
Las Cruces	University Hills Elementary	48%	66%	Moriarty-Edgewood	Route 66 Elementary	63%	84%
Las Cruces	Valley View Elementary	46%	60%	Moriarty-Edgewood	South Mountain Elementary	75%	78%
Las Cruces	White Sands Elementary	65%	65%	Mosquero	Mosquero Elementary		
Las Vegas City	Legion Park Elementary	41%	52%	Mountainair	Mountainair Elementary	56%	41%
Las Vegas City	Los Ninos Elementary	25%	76%	Pecos	Pecos Elementary	58%	46%
Las Vegas City	Mike Sena Elementary			Penasco	Penasco Elementary	54%	63%
Las Vegas City	Paul D Henry Elementary	67%	52%	Pojoaque Valley	Pablo Roybal Elementary	59%	63%
Las Vegas City	Sierra Vista Elementary	33%	43%	Portales	Valencia Elementary	57%	52%
Logan	Logan Elementary	82%	86%	Quemado	Datil Elementary		
Lordsburg	Southside Elementary	43%	44%	Quemado	Quemado Elementary		73%
Los Alamos	Aspen Elementary	73%	69%	Questa	Alta Vista Elementary	53%	27%
Los Alamos	Barranca Mesa Elementary	81%	83%	Questa	Rio Costilla Elementary		
Los Alamos	Chamisa Elementary	73%	74%	Raton	Columbian Elementary	71%	55%
Los Alamos	Mountain Elementary	91%	88%	Reserve	Glenwood Elementary		
Los Alamos	Pinon Elementary	76%	83%	Reserve	Reserve Elementary	72%	
Los Lunas	Ann Parish Elementary	40%	45%	Rio Rancho	Cielo Azul Elementary	59%	67%
Los Lunas	Bosque Farms Elementary	70%	68%	Rio Rancho	Colinas Del Norte Elementary	60%	55%
Los Lunas	Daniel Fernandez Elementary	35%	48%	Rio Rancho	Enchanted Hills Elementary	75%	75%
Los Lunas	Desert View Intermediate	42%	31%	Rio Rancho	Ernest Stapleton Elementary	64%	68%
Los Lunas	Katherine Gallegos Elementary	47%	53%	Rio Rancho	Maggie Cordova Elementary	76%	70%
Los Lunas	Los Lunas Elementary	48%	48%	Rio Rancho	Martin Luther King Jr Elementary	78%	68%
Los Lunas	Los Lunas Family School			Rio Rancho	Puesta Del Sol Elementary	51%	57%
Los Lunas	Peralta Elementary	48%	59%	Rio Rancho	Rio Rancho Elementary	67%	58%
Los Lunas	Raymond Gabaldon Elementary	53%	44%	Rio Rancho	Sandia Vista Elementary	61%	75%
Los Lunas	Sundance Elementary	61%	77%	Rio Rancho	Vista Grande Elementary	72%	66%
Los Lunas	Tome Elementary	51%	51%	Roswell	Berrendo Elementary	71%	73%
Los Lunas	Valencia Elementary	77%	59%	Roswell	Del Norte Elementary	56%	63%
Loving	Loving Elementary	35%	30%	Roswell	East Grand Plains Elementary	60%	56%
Lovington	Jefferson Elementary	58%	56%	Roswell	El Capitan Elementary	56%	32%
Magdalena	Magdalena Elementary	55%	12%	Roswell	Military Heights Elementary	72%	63%
Maxwell	Maxwell Elementary		70%	Roswell	Missouri Avenue Elementary	81%	42%
Melrose	Melrose Elementary	69%	38%	Roswell	Monterrey Elementary	49%	44%
Mesa Vista	El Rito Elementary	36%		Roswell	Nancy Lopez Elementary	34%	62%
Mesa Vista	Ojo Caliente Elementary		20%	Roswell	Pecos Elementary	69%	69%

District	School	SY11	SY12	District	School	SY11	SY12
Roswell	Sunset Elementary	41%	25%	Socorro	Parkview Elementary	59%	50%
Roswell	Valley View Elementary	50%	43%	Socorro	San Antonio Elementary		64%
Roswell	Washington Avenue Elementary	74%	47%	Springer	Wilferth Elementary	50%	50%
Roy	Roy Elementary			T or C	Arrey Elementary	10%	35%
Ruidoso	White Mountain Elementary	55%	42%	T or C	T Or C Elementary	55%	41%
San Jon	San Jon Elementary		67%	Taos	Anansi Charter	100%	85%
Santa Fe	Acequia Madre Elementary	68%	70%	Taos	Arroyo Del Norte Elementary	55%	56%
Santa Fe	Agua Fria Elementary	28%	38%	Taos	Enos Garcia Elementary	45%	43%
Santa Fe	Amy Biehl Community School at Rancho Viejo	69%	80%	Taos	Ranchos De Taos Elementary	35%	46%
Santa Fe	Aspen Community Magnet School	54%	44%	Taos	Taos Municipal Charter	92%	61%
Santa Fe	Atalaya Elementary	63%	73%	Tatum	Tatum Elementary	27%	40%
Santa Fe	Carlos Gilbert Elementary	65%	69%	Texico	Texico Elementary	73%	72%
Santa Fe	Cesar Chavez Elementary	38%	45%	Tucumcari	Tucumcari Elementary	59%	51%
Santa Fe	Chaparral Elementary	51%	56%	Tularosa	Tularosa Intermediate	50%	39%
Santa Fe	E J Martinez Elementary	59%	59%	Vaughn	Vaughn Elementary		
Santa Fe	El Dorado Elementary	74%	85%	Wagon Mound	Wagon Mound Elementary		
Santa Fe	Francis X Nava Elementary	19%	33%	West Las Vegas	Don Cecilio Martinez Elementary	44%	66%
Santa Fe	Gonzales Elementary	68%	69%	West Las Vegas	Rio Gallinas Ecology and the Arts Charter		36%
Santa Fe	Kearny Elementary	48%	48%	West Las Vegas	Tony Serna Jr Elementary	17%	47%
Santa Fe	Pinon Elementary	58%	61%	West Las Vegas	Union Elementary	58%	64%
Santa Fe	R M Sweeney Elementary	18%	37%	West Las Vegas	Valley Elementary	43%	50%
Santa Fe	Ramirez Thomas Elementary	18%	43%	Zuni	A:Shiwi Elementary	36%	
Santa Fe	Salazar Elementary	42%	28%	Zuni	Dowa Yalanne Elementary	53%	42%
Santa Fe	Santa Fe School For The Arts			State Charter	Albuquerque School of Excellence Charter	74%	68%
Santa Fe	Tesuque Elementary	19%	39%	State Charter	Albuquerque Sign Language Academy Charter		
Santa Fe	Turquoise Trail Elementary Charter	56%	52%	State Charter	Cien Aguas International		58%
Santa Fe	Wood Gormley Elementary	80%	84%	State Charter	Horizon Academy West	66%	55%
Santa Fe	Zia Behavior Class			State Charter	International School At Mesa Del Sol Charter		62%
Santa Rosa	Rita A Marquez Elementary	55%	9%	State Charter	J Paul Taylor Academy	89%	70%
Santa Rosa	Santa Rosa Elementary	78%	49%	State Charter	La Promesa Early Learning Center Charter	0%	14%
Silver Cons.	Cliff Elementary	64%	71%	State Charter	Montessori Elementary Charter	80%	74%
Silver Cons.	G W Stout Elementary	63%	71%	State Charter	New Mexico School For The Deaf		
Silver Cons.	Harrison Schmitt Elementary	74%	70%	State Charter	North Valley Academy	56%	54%
Silver Cons.	Jose Barrios Elementary	71%	47%	State Charter	Ralph J Bunche Academy		50%
Silver Cons.	Sixth Street Elementary	55%	60%	State Charter	Red River Valley Charter		
Socorro	Cottonwood Valley Charter	67%	40%	State Charter	Taos Integrated School for the Arts Charter	47%	81%
Socorro	Midway Elementary	31%	60%				

Source: PED

**APPENDIX D: READING GRADE 3 SBA SAMPLE ITEM, SCORING GUIDE,
AND STUDENT WORK**

Item: In the 1940s, park rangers were concerned about forest fires. Write at least one paragraph giving three detailed reasons why they were concerned. Use the article to support your answer.

Scoring Rubric:

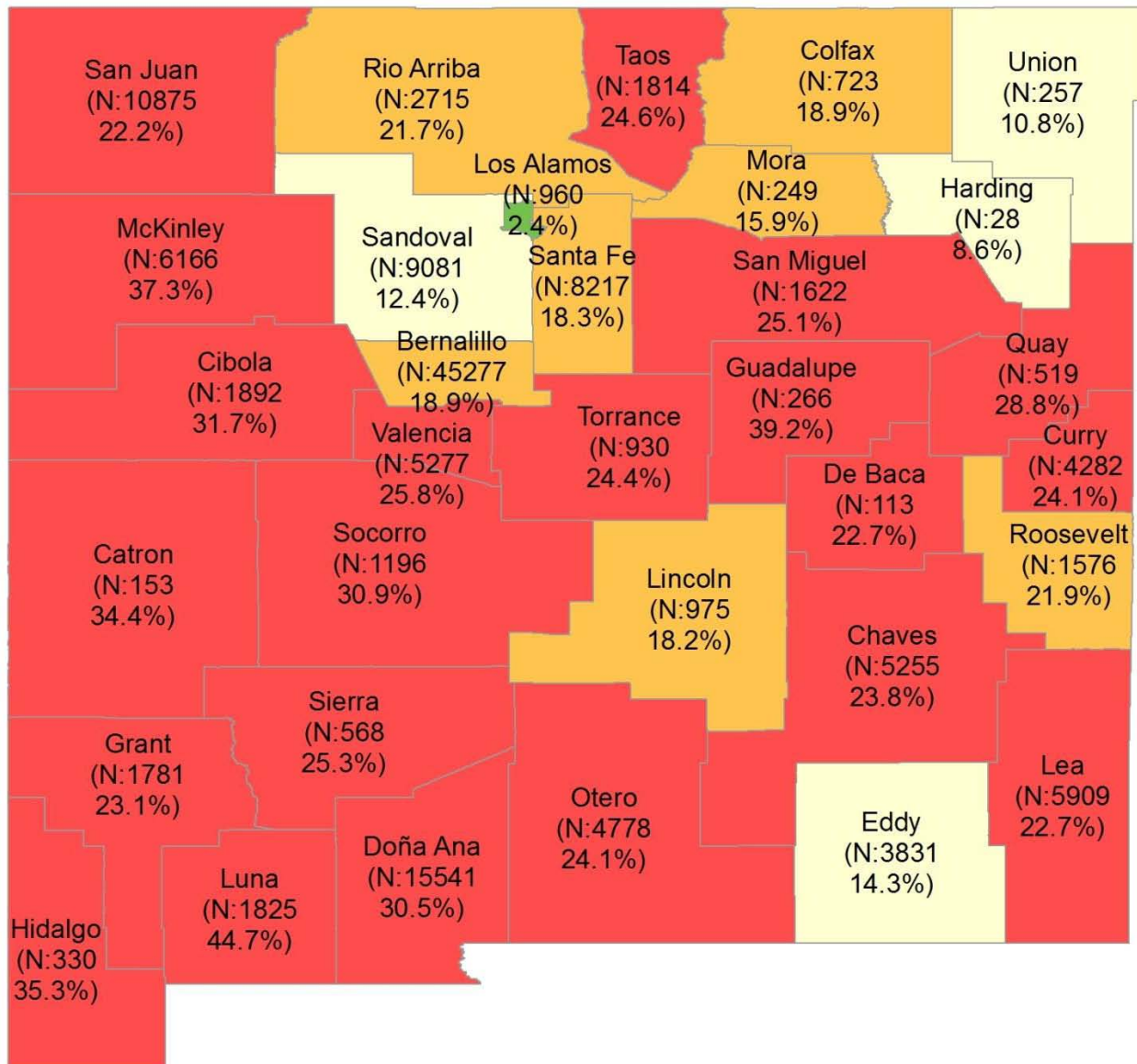
Score	Description
Four points	Response gives three detailed reasons why they were concerned.
Three points	Response gives two detailed reasons why they were concerned.
Two points	Response gives one detailed reasons why they were concerned.
One point	Response states that they were concerned.
Zero points	Response is totally inappropriate and includes irrelevant details

Four Point Response:

In the 1940s, park rangers were concerned about forest fires. Write at least one paragraph giving three detailed reasons why they were concerned. Use the article to support your answer.

They were concerned for the United States. And they also wanted to keep forests safe. They knew they had to warn people about the dangers of forest fires. Forest fires burn many, many trees down. The fires could harm humans and also animals. They wanted to teach people rules of fire safety so that the people and animals would be safe. A terrible thing happened. In the forest a human started a fire. It destroyed 17,000 acres.

APPENDIX E: PERCENTAGE OF FAMILIES WITH CHILDREN WITH INCOME LESS THAN 100 PERCENT OF THE FEDERAL POVERTY LEVEL



Source: Center for Educational Policy Research

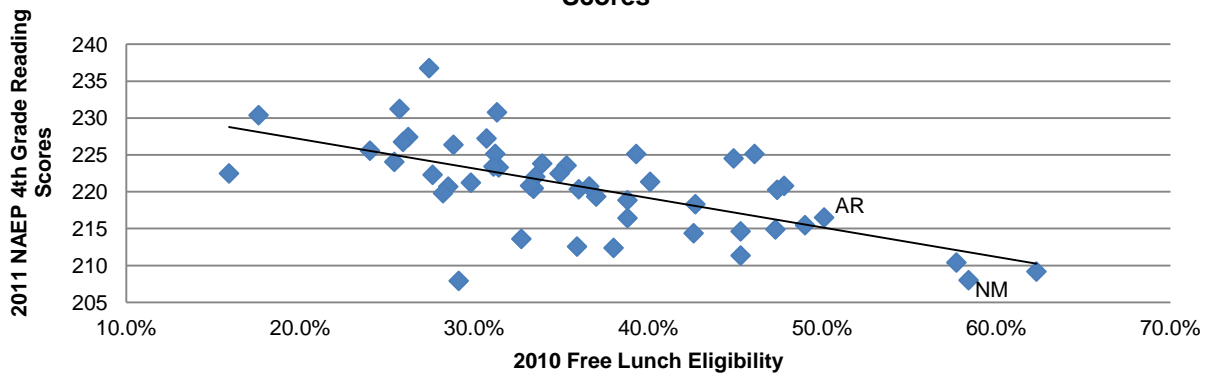
Even when controlling for poverty, New Mexico’s students lag behind the nation in reading assessment scores. States with high rates of students eligible for free or reduced-price lunch (FRL) generally have lower reading scores on the National Assessment of Educational Progress (NAEP). States with up to 30 percent of FRL students averaged a NAEP reading score of 225, while states with over 50 percent of FRL students averaged a score of 211. As poverty rates increase, average state reading scores on the NAEP decrease.

Table 22. State FRL Eligibility and NAEP Reading Scores

FRL Range	Average 4 th grade NAEP Reading Score	% lower than FRL Eligibility of 15%-30%
0% - 30%	225	-
30% - 40%	221	-2%
40% - 50%	218	-3%
50% and above	211	-6%

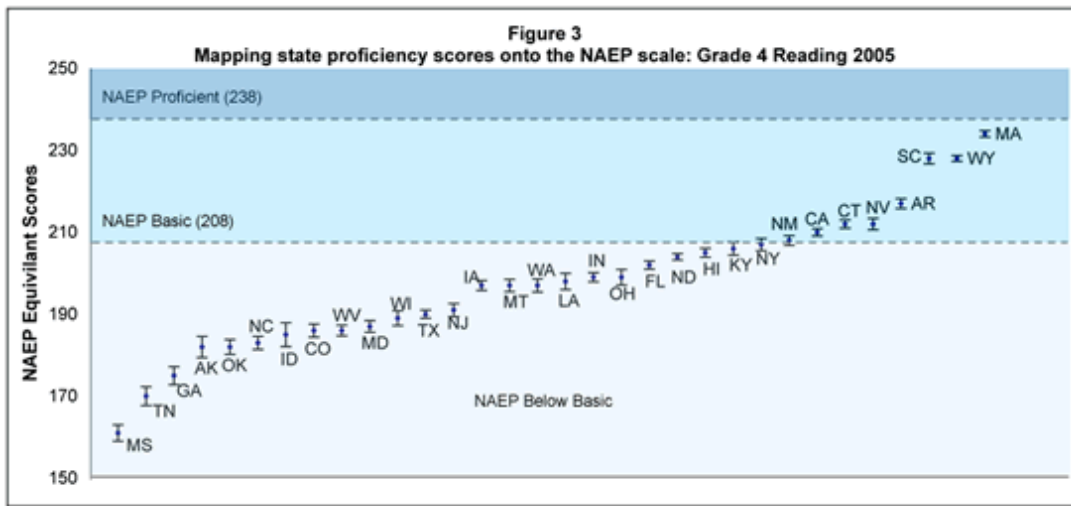
New Mexico performs worse than expected given its student demographics. Based on 2011 NAEP scores and FRL rates for all states, New Mexico’s NAEP score of 208 is three points below its predicted value of 211. New Mexico’s fourth-grade reading scores underperform the most among high-poverty states. Only one state with over 50 percent of FRL students, Arkansas, out-performed this predicted value.

Chart 13. State Free Lunch Eligibility Rates and NAEP 4th Grade Reading Scores



Source: U.S. Dept. of Education

There is a large gap between NAEP proficiency levels and state measures of proficiency, but that gap is relatively small in New Mexico, suggesting a relatively rigorous state standards-based test. According to a 2005 study conducted by the Education Trust, NAEP’s proficiency rates for fourth-grade reading are on average 40 percentage points less than proficiency rates of state assessments. As measured by NAEP, 21 percent of New Mexico fourth-graders are proficient or advanced in reading, while the SBA shows 53 percent of third-graders were proficient or advanced in reading in 2011. The difference between the two tests’ proficiency rates, 32 percent, is not as large as many other states. In 2007, the National Center for Education Statistics statistically linked each state’s 2005 standards-based test scores onto the NAEP’s scoring scale. As shown below, New Mexico’s proficient achievement level is equal to the NAEP’s basic level.



This holds true today, as 53 percent of New Mexico students scored basic and above on the NAEP and 53 percent scored proficient and above on the third-grade SBA reading assessment in 2011.

Table 23. Percentage of Students in Each SBA and NAEP Proficiency/Achievement Category, SY11

SBA Proficiency Level	Percent of Students	NAEP Achievement Level	Percent of Students
Advanced	6%	Advanced	3%
Proficient	47%	Proficient	17%
Nearing Proficiency	25%	Basic	33%
Beginning Steps	22%	Below Basic	47%

NAEP confirms that large gaps related to eligibility for free or reduced-price lunch. Since 2005, FRL students have scored 12 percent below non-FRL students on the fourth-grade NAEP reading assessment. These factors have an impact on the differences in NAEP scores between students of different ethnic backgrounds. For example, 83 percent of Hispanic students and 90 percent of Native American students qualify for FRL, compared with 44 percent of Caucasian students. These rates corresponded with their NAEP fourth-grade reading scores. In 2011, Caucasian students scored an average of 225 on the assessment, while Hispanic and Native American students scored an average of 199 and 190, respectively.

APPENDIX G: SCHOOL PROFILES FOR 12 SITE VISITS

District & School	Average Number of third-Graders	Percent Proficient on SY06 third-grade Reading SBA	Percent Proficient on SY11 third-grade Reading SBA	FRL	ELL	Hispanic	Native American
Albuquerque Public Schools	7,196	54%	52%	62%	27%	58%	5%
Dolores Gonzales	74	41%	51%	99%	42%	93%	2%
Emerson	74	14%	4%	100%	51%	69%	6%
Griegos	56	72%	78%	63%	6%	76%	2%
Belen Consolidated Schools	357	55%	54%	76%	18%	71%	2%
Jaramillo	92	52%	55%	100%	11%	70%	2%
Central Consolidated Schools	462	40%	41%	100%	35%	2%	89%
Newcomb	55	24%	61%	100%	65%	0%	98%
Ojo Amarillo	50	59%	31%	100%	73%	0%	100%
Espanola Public Schools	369	40%	51%	70%	61%	90%	7%
Hernandez	38	63%	32%	100%	70%	96%	0%
Las Cruces Public Schools	1,843	57%	52%	65%	25%	72%	1%
Conlee	91	56%	34%	74%	27%	84%	0%
Mesilla Park	87	51%	55%	77%	39%	75%	2%
Roswell Independent School District	751	53%	60%	73%	14%	65%	0%
Sunset	51	49%	41%	100%	30%	80%	0%
Washington Ave	73	59%	74%	100%	10%	62%	1%
Santa Fe Public Schools	1,068	49%	50%	67%	38%	75%	3%
Chaparral	63	52%	51%	24%	17%	67%	4%
Statewide	24,931	55%	53%	66%	15%	57%	11%

Source: PED

APPENDIX H: PROCEDURE TO ESTIMATE PREK EFFECT

1. Used Pearson correlation to determine which variables have a statistically significant relationship with CYFD and PED PreK:

Correlations		Hispanic	Caucasian	Native American	Other	ELL	Sped	SBA SCORE	CYFD PreK SY07	PED PreK SY07	FRL
Hispanic	Pearson Correlation	1	-.725**	-.409**	-.269**	.212**	-.045**	-.148**	.043**	-.014*	.286**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.027	.000
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800
Caucasian	Pearson Correlation	-.725**	1	-.184**	-.121**	-.270**	.053**	.234**	-.033**	-.066**	-.377**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800
Native American	Pearson Correlation	-.409**	-.184**	1	-.068**	.084**	-.008	-.120**	-.016*	.139**	.120**
	Sig. (2-tailed)	.000	.000		.000	.000	.216	.000	.010	.000	.000
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800
Other	Pearson Correlation	-.269**	-.121**	-.068**	1	-.055**	.007	.032**	-.009	-.027**	-.057**
	Sig. (2-tailed)	.000	.000	.000		.000	.255	.000	.146	.000	.000
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800
ELL	Pearson Correlation	.212**	-.270**	.084**	-.055**	1	-.002	-.320**	-.027**	.053**	.247**
	Sig. (2-tailed)	.000	.000	.000	.000		.787	.000	.000	.000	.000
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800

Sped	Pearson Correlation	-.045**	.053**	-.008	.007	-.002	1	-.201**	-.025**	-.026**	-.029**
	Sig. (2-tailed)	.000	.000	.216	.255	.787		.000	.000	.000	.000
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800
SBA SCORE	Pearson Correlation	-.148**	.234**	-.120**	.032**	-.320**	-.201**	1	.014*	-.010	-.289**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.024	.107	.000
	N	24800	24800	24800	24800	24800	24800	25495	25495	25495	24800
CYFD PreK SY07	Pearson Correlation	.043**	-.033**	-.016*	-.009	-.027**	-.025**	.014*	1	-.032**	.012
	Sig. (2-tailed)	.000	.000	.010	.146	.000	.000	.024		.000	.060
	N	24800	24800	24800	24800	24800	24800	25495	25495	25495	24800
PED PreK SY07	Pearson Correlation	-.014*	-.066**	.139**	-.027**	.053**	-.026**	-.010	-.032**	1	.075**
	Sig. (2-tailed)	.027	.000	.000	.000	.000	.000	.107	.000		.000
	N	24800	24800	24800	24800	24800	24800	25495	25495	25495	24800
FRL	Pearson Correlation	.286**	-.377**	.120**	-.057**	.247**	-.029**	-.289**	.012	.075**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.060	.000	
	N	24800	24800	24800	24800	24800	24800	24800	24800	24800	24800
** . Correlation is significant at the 0.01 level (2-tailed).											
* . Correlation is significant at the 0.05 level (2-tailed)											

2. Identified students who had attended CYFD PreK, FY07 built an ANCOVA with the following co-variates: ethnicity, Sped, ELL, FRL.

Output:

2. CYFD PreK SY07

Dependent Variable: UPDATED SBA SCORE

CYFD PreK SY07	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
0	39.537 ^a	.067	39.405	39.669
1	39.999 ^a	.377	39.259	40.738

a. Covariates appearing in the model are evaluated at the following values:

Hispanic = .62, Caucasian = .25, Native American = .09, Other = .04, ELL = .21, Sped = .16, FRL = .7359.

3. Estimated the effect of CYFD PreK at 0.4 scaled score points.

4. Repeated the same ANCOVA for PED PreK:

2. PED PreK SY07

Dependent Variable: UPDATED SBA SCORE

PED PreK SY07	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
0	39.492 ^a	.067	39.360	39.624
1	41.301 ^a	.371	40.574	42.027

a. Covariates appearing in the model are evaluated at the following values:

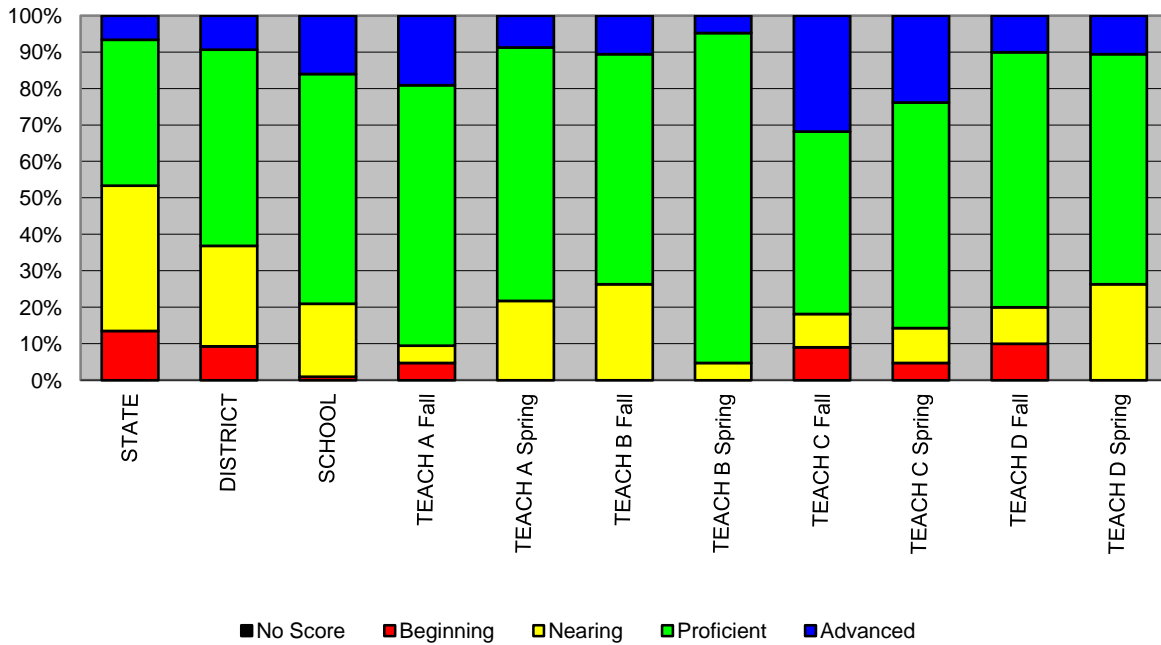
Hispanic = .62, Caucasian = .25, Native American = .09, Other = .04, ELL = .21, Sped = .16, FRL = .7359.

5. Estimated the effect of PED PreK at 1.8 scaled score points.

APPENDIX I: HARRISON SCHMITT ELEMENTARY DATA EXAMPLE

Harrison Schmitt Elementary in Silver City uses data to track student performance by classroom from the beginning of the school year to the end.

Table 24. School Year Classroom Performance by Teacher, SY11



Source: Silver City Consolidated School District